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ABSTRACT

The Accelerated Learning Program (ALP) was a major new initiative in the Wake County Public School System (WCPSS), North Carolina, in 2000. The ALP was designed to help WCPSS meet its achievement goal of 95% of students scoring at or above grade level at grades 3 and 8 by 2003, with grade levels determined by the North Carolina End of Grade tests. Schools were allotted funds based on students scoring below grade level. Such students were to be given up to 22 days of additional instruction in small groups. Assistance was also provided through continuing programs such as special education, Title I, language arts resource teachers, English as a Second Language, and Communities in Schools. All schools in the school district implemented ALP and nearly all students scoring below grade level received help through ALP or one of the other assistance programs. Two thirds of the 10,115 students eligible for ALP participated in the program, and about 20% of the targeted students received help through another assistance program. Most traditional calendar schools offered ALP on Saturdays and after school, but most year-round schools served ALP students in intersessions. ALP and the other assistance programs appeared to have some positive impact on achievement, especially at the elementary school level. The rate of improvement, however, was not great enough to enable the WCPSS to reach the system's 95% goal by 2003. About 40% of students moved up a level, but about 6% dropped. The systemwide results reveal some useful clues about effective practices for extra assistance. Characteristics of the schools with the greatest success were identified, and these characteristics will be considered in improving the implementation of ALP for the next school year. (Contains 15 attachments and 6 references.) (SLD)

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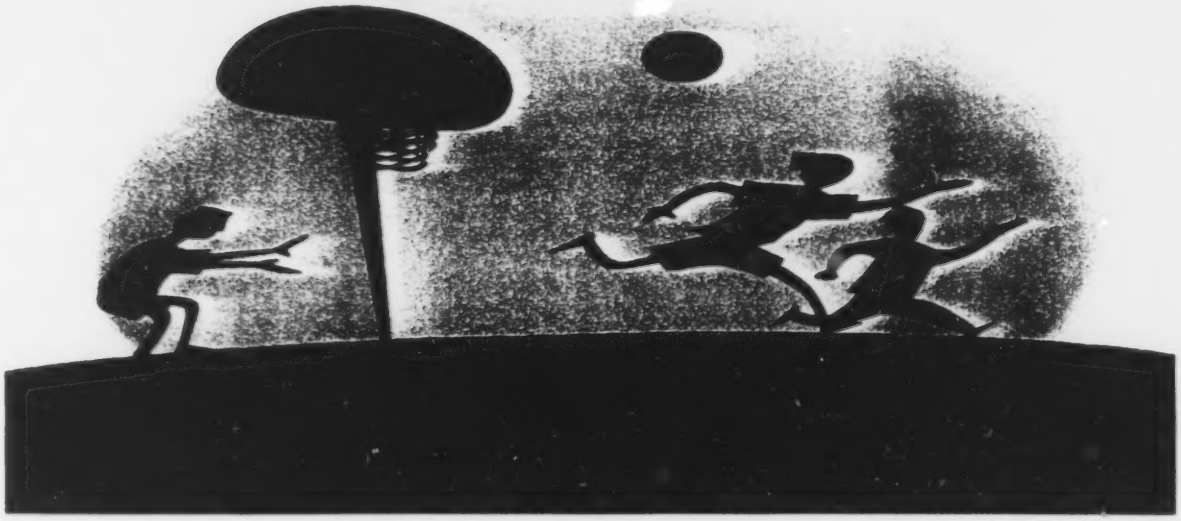

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ALP AND OTHER ASSISTANCE: REPORT SUMMARY

PROGRAM DESCRIPTION

The Accelerated Learning Program (ALP) was a major new initiative in WCPSS in 1999-2000. ALP was designed to help WCPSS meet its achievement goal that by 2003, 95% of students will score at or above grade level at grades 3 and 8 based on the North Carolina End of Grade (EOG) tests in reading and mathematics. Schools were allotted funds for each student in grades 3-8 scoring in Level I or II (considered below grade level on EOG). Based on research and input from school and central staff, ALP guidelines were established. Students who scored below grade level were to be provided up to 22 days of *additional* instruction (occurring outside of the regular school day) through trained instructors (preferably teachers) in small groups (of 15 students or less).

Assistance to individual students also continued to be available through programs such as Special Education, Title I, Language Arts Resource Teachers, English as a Second Language, and Communities in Schools. ALP replaced 1998-99 local efforts which targeted only schools with the highest need.

ALP IMPLEMENTATION

All schools implemented ALP. Nearly all students scoring in Levels I and II (about 90%) received additional assistance from ALP or another program.

- Two thirds of the 10,115 students eligible for ALP participated in the program. Many of those eligible (approximately 45%) were actually served through ALP *and* another form of assistance. About 20% received assistance only through another program during the school day. About 9% of those eligible did not receive any assistance. At elementary, nearly all of those not served were reassessed and found to be on grade level (and therefore not in need of assistance). At middle school, student or parent refusals were more common.

- Most traditional-calendar schools offered ALP on Saturdays and after school. Year-round schools served students during intersessions primarily, with some after-school and Saturday sessions.

- Schools offered an average of 100 hours for ALP students. The number of hours offered per school varied widely, from 35-505 hours. Year-round schools offered more *total* hours. However, because individual students were eligible only for one fourth of the intersession hours offered, the number of hours available *per student* was similar to traditional-calendar schools for elementary and lower for middle schools.

- Overall ALP attendance was higher for elementary (72%) than middle schools (63%). At traditional-calendar schools, attendance rates were higher for sessions held on school days (e.g., before or after school or early release days) than for sessions on non-school days (Saturdays or workdays). Intersession attendance was high at year-round schools.

- All schools used teachers from their own school to deliver ALP instruction. In addition, schools utilized volunteers, teacher assistants, other school professionals, retired teachers, and teachers from other schools.

IMPACT

ALP and other assistance appeared to have some positive impact on achievement, primarily at the elementary level.

- As desired, the percentage of students in Levels I and II decreased again this year in both reading and math. The percentage improvements were greater for elementary grades than middle school grades. However, WCPSS remains closer to the 95% goal at the middle school level, and furthest from the goal in third grade math.

- Elementary students scoring in Levels I and II showed exemplary growth in scale scores in both 1999 and 2000, with stronger growth in 2000 with ALP. Middle school Levels I and II students, on the other hand, showed exemplary growth in 1999, but failed to reach even expected growth in 2000.

- Overall, 80% of elementary schools showed exemplary growth for students scoring in Levels I and II, while only 4% of the middle schools did so.

The rate of improvement in 1999-2000 was not great enough to enable WCPSS to reach the system's 95% achievement goal by 2003.

- About 40% (2,646 in reading and 2,363 in math) of the students scoring in Level I or II in 1999 were able to move up to Level III or IV in 2000. This percentage was just slightly higher than 1998-99 when additional resources were allocated only to the neediest schools—1% higher in reading and the same in math. Compared to 1997-98, percentages were 3% higher in reading and 5% higher in math.

- Unfortunately, about 6% (almost 2000 students in reading and math) of the students scoring in Level III or IV in 1999 dropped to Level I or II in 2000. This impacted the net increase in the percentage of students scoring in Levels III and IV. To the extent that we can move students up to grade level performance without having other students move down to below grade level performance, we can reach the 95% goal more quickly. (As an example, if *no one* in WCPSS in spring 1999 and 2000 had fallen back from Level III or IV to Level I or II in reading, the increase of 2,646 students to Level III or IV would have meant 5% more students at Levels III and IV overall--89.4%

rather than 84.6%. About 60% of those who moved down to below grade level performance had low Level III scores (within two standard errors of measurement).

Systemwide results for students initially scoring in Level I or II revealed some useful clues about effective practices for extra assistance.

- Providing extra math help outside of the school day was particularly helpful (adding one scale score point or more to an average student's growth).

- Student gains were generally similar for students assisted by a professional alone versus a professional working with a non-professional. (Professionals included teachers and other school professionals; non-professionals included primarily teacher assistants and volunteers.) However, four of twelve comparisons did reveal significant differences. At the middle school level, gains were *higher* (by 1.48 – 1.66 scale score points) at grades 6 and 7 in reading and grade 6 in math when only a professional assisted students. At the elementary school level, gains were *lower* by one point when only a professional worked with the student (rather than a combination of professional and non-professional).

- The number of hours of assistance provided to students (with a median of 70 hours) also generally did not impact gains, with four exceptions (out of twelve comparisons). More hours of assistance did increase gains at grades 3, 6, and 8 in reading and grade 7 in math.

- The type of instructional approach (enrichment, tutoring, or a combination) did not appear to make a significant difference in achievement score gains across grades.

- Instructional groups averaged 10 students, with common group sizes ranging from 5-15 students. Within this range, group size did not influence the size of the gains for students.

- At third grade, students who received extra help only from programs during the day or outside of the day outperformed those receiving help at both times. It may be that extra assistance at both times overwhelmed some third graders or that these students were different from others in characteristics that we did not measure. This pattern was not evident at other grades.

The eight schools that showed the highest gains for students in Levels I and II, compared to the eight schools with the lowest gains, had:

- Stronger parent cooperation,
- Higher attendance throughout the year,
- Greater use of supplemental materials,
- Greater variety in staffing, and
- Smaller concentrations of low achieving and low income students (with one notable exception).

IMPLICATIONS

ALP will need to be strengthened if WCPSS is to reach the 2003 achievement goal. Schools at both the elementary and middle school levels will be challenged to make adjustments this year that will help *more* students who score below grade level *move up to grade level scores*, and *fewer* students who score at or above grade level *fall below grade level*. Schools have additional resources available to them this year as well as more flexibility for implementation of ALP. System results suggest opportunities for assistance outside of the day are important, especially in math.

- At the elementary level, ALP appeared to make a positive difference. Sharing successful practices across schools could further strengthen these efforts. New efforts underway to provide more comprehensive literacy assistance before grade 3 should be helpful. Math support at grades 1 and 2 should also be strongly encouraged (through the regular teacher, challenge or school grant funds, ALP Community, or in other ways).

- Middle schools face a great challenge in improving the effectiveness of their efforts. For Levels I and II students, some schools were more successful in 1998-99 than in 1999-2000 and may want to revisit practices in place at that time. One practice from 1998-99 that appeared to hold promise was special electives with small class sizes and individualized instruction. Many middle schools have already begun offering more assistance during the school day in 2000-2001. Successful middle schools in other school districts might also be contacted for ideas. In addition, schools are encouraged to supplement help from teachers with that of other trained instructors.

EVALUATION PLAN

Given the district's 95% achievement goal, the Evaluation and Research Department (E&R) collected and analyzed data on all assistance programs available to students considered to be below grade level—those who scored below grade level on the End-of-Grade (EOG) state assessments or the district's literacy and math assessments at the end of grade 2. A special emphasis was placed on the success of ALP, which was the major new initiative WCPSS put in place in 1999-2000. By collecting information on all assistance provided, we could study the potential differential impact of various services for students, as well as the potential overlap in services. We asked the following basic questions:

- What services were available to students considered below grade level?
- How was ALP designed and implemented?
- How many students participated in ALP and other programs?
- What was the attendance rate for students in ALP?
- What was the impact of ALP and other services on the achievement of students who were low achieving in general?
- What was the impact of ALP compared to other services for these students?
- What program-related factors led to the greatest gains for these students systemwide?
- What school-related factors led to the greatest gains for these students?

DATA SOURCES

The primary data sources for this evaluation included the following.

- Accelerated Learning Program Description "numbers chart" and narrative for each school
- ALP Feedback Form for each school
- Instructional Assistance Data Sheet for each student eligible for ALP
- EOG scale scores and level scores primarily for spring 1999 and 2000 (with some use of spring 1997 and 1998 data) for students. Methods used to analyze EOG results are included in Chapter 4. More complete information on methods and results is available in technical back-up manuals in the Department of Evaluation and Research (Accountability Office).
- Literacy and math profile results for spring of grade 2 (for student eligibility purposes)
- District central computer files (Masterbuild and locator files) listing important demographic information on students such as days of enrollment and other program services received within WCPSS.

DATA COLLECTION

In October of 1999, ALP Lead Teachers were contacted by mail. Each school was asked to complete a questionnaire describing their Accelerated Learning Program in terms of the number of ALP students, planned calendar, instructional approaches to be used, and staffing. The schools were also asked to provide a narrative to elaborate on ALP and other

instructional assistance. Schools reviewed and updated the information in late spring of 2000. The final summaries are included as Attachments 1-4.

In the fall, schools also received a roster of low achievers. The ALP Lead Teachers—and others involved with helping the students—were asked to keep track of the assistance provided to the students.

In March of 2000, E&R distributed the 1999-00 Instructional Assistance Data Sheets (scannable forms with student information pre-slugged by Information Systems) to the schools. Data sheets were completed for every student eligible for ALP. Teachers filled out information on when students received extra help, the type of help received, the size of the instructional group, what type of instructor helped, and the total hours of help received. Separate sections were provided to record help in reading, math, and writing.

Because information was needed on many variables for several subjects, the form became somewhat complex. While most forms were completed correctly, some confusion and technical difficulties did arise. Confusion arose primarily about:

1) where to record information if a student received more than one form of tutoring help in a subject, and
2) where to record help through ALP (which we considered to be all the times outside the school day).

In terms of technical difficulties, some teachers did not properly fill in bubbles for instructor:student ratio, some wrote in responses without completing the scannable bubbles, and some filled in bubbles so firmly that they sometimes were recorded as valid responses on the back and front of the form. Because of these difficulties, a clarification fax and careful handchecking of all forms was necessary.

Other pieces of the spring 2000 data collection were the Accelerated Learning Program Descriptions ("numbers" chart and narrative) for review and revision as well as an ALP Feedback Form that addressed attendance, parent cooperation, training, instructional approaches, and successes/challenges of the program. These forms were completed by the ALP Lead Teacher.

ASSISTANCE TO LOW PERFORMING STUDENTS IN 1999-2000

PROGRAMS OFFERED

WCPSS has had efforts in place to support low performing students for many years. Continuing programs like Title I, English as a Second Language (ESL), and Special Education have provided assistance to many students but have been unable to reach everyone who showed performance below grade level.

While a variety of assistance has been available to students over time, WCPSS and the community did not want to settle for high performance for *most* students. The Wake County Public School System and the community adopted a goal in 1998-99 that 95% of students tested would be at or above grade level as measured by EOG testing at grades 3 and 8 by 2003. WCPSS staff recognized that this goal could not be reached without additional resources to provide assistance to students. Additional and reallocated resources made the following major new local efforts possible in the last two years:

- In 1998-99, approximately $3.76 million in funds were reallocated from summer school and other sources to provide extra resources to the schools who had the highest concentration of students with low income and performance. The two efforts, called Instructional Support and Equity for Challenged Schools, were in place for one-half to one full year at schools (depending on when funds were available). These schools received either position or dollar allocations. Each submitted a plan for using the funds within *very* general guidelines. (See E&R Report No. 00.06 for more details and results.)

- Unlike the funds provided to the neediest schools in 1998-99, ALP funds were distributed to every school based on the number of students who scored below grade level on the EOG or the spring of 2nd grade reading and math portfolio assessments. Each school also received standard allotments for an ALP lead teacher, a specific number of teacher months of employment, clerical/custodial help used during ALP sessions, as well as $20 per student in the Accelerated Learning Program.

- In 1999-2000, the Accelerated Learning Program (ALP) replaced these efforts. ALP involved all elementary and middle schools. Funding was $4,467,090.94 plus transportation. ALP focused efforts on reading, writing, and mathematics for students in grades three through eight who were performing below grade level. Guidelines were more specific, but still allowed schools some flexibility in implementation.

- Additional funding will expand the Accelerated Learning Program downward to grades K-2 and upward to high school in 2000-2001.

Figure 1 summarizes the assistance available to students scoring below grade level in 1999-2000.

Figure 1
Assistance Funds for 1999-2000

Source	Description of Assistance	Allocations
Accelerated Learning Program (ALP)	Reading, writing, and math assistance to Level I-II students in grades 3-8	$4,467,091
Class Size Reduction (23 schools)	Provide additional teacher for either grade 1 or 2 in 23 schools	$1,124,263
Title I	Literacy supplemental instruction to those students in high poverty school who demonstrate the most need in grades K-8	$5,000,000
English as a Second Language (ESL)	Teach English to those students whose first language is not English at 31 elementary and 7 middle schools	$700,000
Special Education/504*	Provide additional assistance to children with special needs in elementary and middle schools	$58,505,154
Language Arts Resource Teachers (LARTS)	Provide one extra teacher at 9 schools for reading and writing consultation and direct service to students in grades K-5	$504,000
Individual School Grants	Varied	Varied

*Special education includes funding for all students identified as special education who may or may not take the EOG tests.

In addition to these individual student services, more general support was provided through a Student Support Team and Instructional Resource Teachers. Mentoring was provided to 664 elementary and middle school students either individually or in small groups. This method of assistance supported students in ways not related to specific academic subjects, but rather in building self-confidence, social skills, and work study habits.

Attachment 5 summarizes major programs—and funding—provided at all elementary, middle, and high schools in 1999-2000 including the Accelerated Learning Program, Class Size Reduction, Title I, and English as a Second Language (ESL).

ACCELERATED LEARNING PROGRAM (ALP)

PROGRAM DEVELOPMENT

The Accelerated Learning Program (ALP) was developed in spring 1999 to address needs of students who were not achieving at grade level. To design the program, a systemwide committee met to discuss what it would really take to accomplish the 95% goal. National research, curriculum theory, and personal experiences were all discussed. Some common factors considered critical for low-performing students were:

- *additional time* for instruction, since all students do not learn at the same pace (not just different instruction in the same time frame as the regular school day),
- small group sizes (with allocations based on a 1:10 teacher-to-student ratio),
- trained instructors with a sound knowledge of basic strategies for reading and math instruction,
- instructors who understood individual student needs and who coordinated interventions with the classroom teacher (with classroom teachers encouraged to tutor their own students), and
- well-planned individualized interventions based on these needs.

With these findings and principles in mind, Accelerated Learning Program (ALP) guidelines were developed by summer of 1999. Schools were to develop their implementation plans for the ALP program within the following parameters.

- ALP students were to be provided up to 22 extra days of instruction, based on individual needs. One initial parameter of ALP was that all instruction take place **outside** the regular school day such as Saturdays, teacher workdays, holidays, student vacation time (during intersessions of year-round schools), before school and/or after school. Another parameter was that a variety of times be included in the school's ALP plan, with no more than one third of the ALP "days" to be before or after-school instruction.

- A Personal Education Plan (PEP) was to be developed for each student which included objectives in the appropriate core subjects and strategies for meeting each student's needs. PEPs were also to be used to monitor student progress and were updated as needed to better serve the student.

- Teachers and volunteers who provided services to the ALP students were to be "highly trained."

- Parent involvement was to be encouraged in terms of supporting the ALP schedule outlined by the students' ALP instructor, as well as supporting the learning process at home, communicating with teachers, supporting school staff, and attending parent/teacher conferences.

As schools began to plan their specific programs, some requested permission to go outside of these guidelines. Some schools were given permission to reduce or eliminate Saturdays from their program (with strong justification) and add more before/after-school hours. Other schools were allowed to use personnel other than current teachers (because they could not get enough teachers), such as retired teachers and teacher assistants.

EXPENDITURES

Actual expenditures were $4,467,091, about $400,000 more than expected. This was primarily because teachers were paid at their regular salary rate, and more experienced teachers participated than anticipated. Some schools spent more than their allotment while others spent less. Funds were transferred among schools to cover these differences. These figures do not include transportation, which was covered by State funds for at-risk students (Program 69). Funds will be controlled more centrally in 2000-2001 to enhance fiscal control.

STRUCTURE

The structure of each school's Accelerated Learning Program varied within the guidelines of the program. Variances occurred in the ALP calendar (Saturdays, full days, half days, intersession days, before/after-school hours, etc.) approaches used, subjects emphasized, and staffing provided for the ALP sessions.

Hours Provided

The Accelerated Learning Program was held at various times outside of the regular school day. As shown in Figure 2, Saturdays and after-school sessions were the most popular options at both elementary and middle schools.

Figure 2
Timing of ALP Sessions: Number of Schools Using Various Time Options

	Elementary Schools (74 Schools)		Middle Schools (24 Schools)	
	# Schools	% Schools	# Schools	% Schools
Saturday	62	84%	22	92%
Teacher Workday	22	30%	1	4%
Holidays	3	4%	0	-
Before school	8	11%	0	-
After school	53	72%	14	58%
Early Release Days	4	5%	3	13%
Intersession Days	9	12%	4	17%

Source: Program Descriptions

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Combining both elementary and middle schools, on the average, schools offered 100 hours of instructional opportunities to students through ALP—the equivalent of 16.7 six-hour days. The number of hours offered by school ranged from 35 to 505 hours.

Year-Round Versus Traditional-Calendar Schools

The *average* number of ALP hours offered per year-round school (289 for elementary and 233 for middle schools) was substantially higher for these schools compared to traditional-calendar schools. However, the number of hours *available to individual students* was actually *similar* to traditional-calendar elementary schools and *lower* than traditional-calendar middle schools. Year-round schools offered ALP primarily during the intersession periods when each track was out of school; individual ALP students were therefore eligible for their track's ALP hours. When divided by four tracks, the average number of hours available to an *individual student* at year-round schools was 72 at elementary and 58 at middle schools (compared to 78 and 58 hours, respectively, at traditional-calendar schools).

Figure 3
ALP Hours: Traditional-Calendar Schools Compared to Year-Round Schools

	Traditional-Calendar Schools			Year-Round Schools		
	# Schools	Total Hours	Average Hours per School	# Schools	Total Hours	Average Hours per School
Elementary	65	5,050	78	9	2,598	72 (289 ÷ 4)
Middle	21	1,480	70	3	700	58 (233 ÷ 4)

Source: Program Descriptions

Thus, year-round schools did not actually offer more hours on a *per student* basis. In fact, some year-round schools might need to look for ways to add more hours of support, such as Saturdays, after-school sessions, more intersession days (most schools meet only 4-5 days of the 15-day breaks), or more hours per intersession.

Weather-Related Challenges

Weather events impeded options for hours/days to conduct ALP sessions in 1999-2000. Particularly, a large snowstorm in January created an unusually high number of make-up days for all students. This rendered many Saturdays and teacher workdays unavailable for ALP because the schools were already in session for make-up days. This probably impacted year-round schools particularly hard, since some intersession days were lost and Saturdays were the only option to use for snow make-up days.

Elementary School Hours

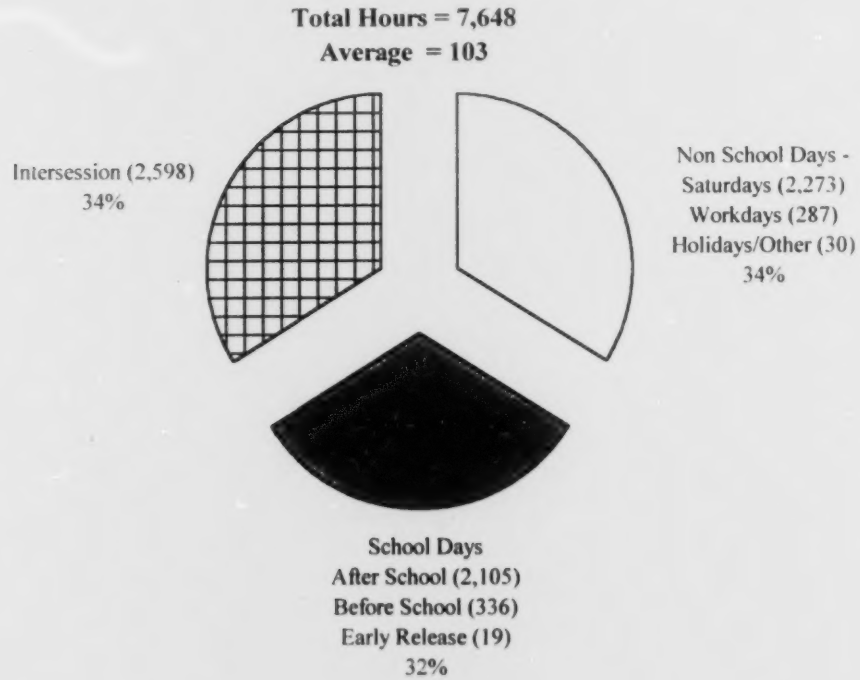
Figure 4 illustrates the following trends in the breakdown of ALP hours for elementary schools based on the Program Descriptions submitted by the schools.

- For the 74 elementary schools, there were a total of 7,648 hours earmarked for ALP sessions, with an average of approximately 103 hours per school (equivalent to 17.2 six-hour instructional days). Saturdays and intersession days only needed to be three hours to count as a full day for ALP. Hours ranged from 35-44 hours at smaller schools like Partnership, Kingswood, and Lynn Road to 505 hours at Morrisville Year Round. The most common number of hours was 60-70 hours, reported by 35 (47%) of the schools.

- Intersessions (34%), Saturdays (30%), and after-school (28%) time slots were the most popular overall. Teacher workdays, early release days, holidays, and before-school hours cumulatively accounted for only 8% of the total hours.

- Most ALP programs combined Saturdays with either before or after-school hours. At some schools, teacher workdays were added in addition to Saturdays. Year-round schools tended to use intersessions almost exclusively, with some providing additional support after school or during the day.

Figure 4
Breakdown of Elementary School ALP Hours for 1999-2000



Middle School Hours

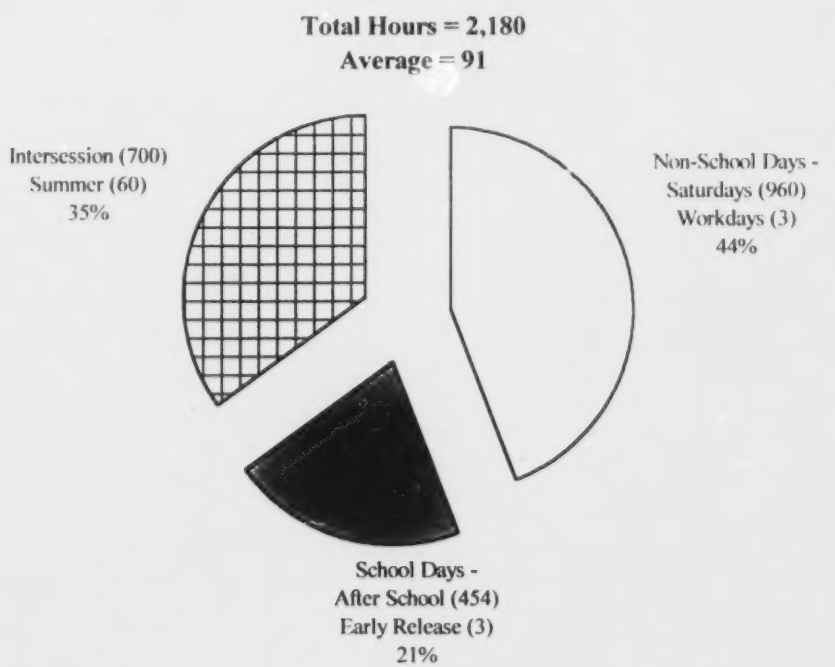
Figure 5 illustrates the following trends in ALP hours for middle schools based on the Program Descriptions submitted by the schools.

- For the 24 middle schools, there were a total of 2,180 hours recorded for ALP sessions, with an average of approximately 91 hours per school. Hours ranged from 45 hours at East Cary to 256 hours at Durant Road Year-Round. The most common number of hours was 60-70 hours, reported by 11 (46%) of the schools.

- Saturdays (44%) and intersession hours (35%) were the most popular options, with after-school hours being the next most common (representing 21% of the hours). Only six hours were recorded for "other" times such as teacher workdays and early release days – not even 1% of the total hours. None of the middle schools reported ALP sessions either before school or on holidays.

- Most ALP programs combined Saturdays with after-school hours. Year-round schools tended to use intersessions almost exclusively, with some providing additional support on Saturdays or after school.

Figure 5
Breakdown of Middle School ALP Hours for 1999-2000



Approaches Used

There were three basic approaches used with ALP participants: tutoring, targeted instruction, and enrichment in the subject areas of reading, mathematics, and writing. Tutoring focused specifically on individual student needs. Targeted instruction featured small group tutoring on specific skills within a subject area. Enrichment provided general help in a subject area, either individually or in small groups. The approach used for each student was based originally upon the student's assessment data and subsequent Personal Education Plan (PEP).

- Over half the elementary schools (55% of the schools) combined tutoring, targeted instruction and enrichment in all three subjects; and 52 out of 74 elementary schools (70%) included technology in their instructional approach.

- Middle schools used targeted instruction (95% of the schools) significantly more than tutoring or enrichment, with an emphasis on reading and mathematics. Almost half of the schools (47%) used tutoring methods, and 32% used enrichment strategies. Less than half of the reporting schools (8 out of 19) incorporated writing in their instructional approach, and only about one third (6 schools) included technology.

Staffing

ALP guidelines recommended using highly-trained certified teachers from the home school to conduct the ALP sessions. Classroom teachers were also encouraged to tutor their own students. All schools used some of their own teachers for ALP. However, some schools had to recruit certified teachers from other schools (14% elementary and 29% middle) or call upon retired teachers (18% elementary and 8% middle). Schools also then recruited certified teaching assistants as well as non-certified teaching assistants. As shown in Figures 6 and 7:

- All reporting schools used some of their own teachers for ALP. Additionally, 18 (24%) elementary and 5 21%) middle schools *only* used teachers from their own school, with no other staffing assistance.

- About one third of the reporting schools used volunteers as part of ALP. (Reports from the central office volunteer coordinator suggest 60 schools actually had at least one volunteer, with 190 placed volunteers overall.)

- More elementary schools used teacher assistants (32%) and retired teachers (18%) as staff for ALP than middle schools (21% and 7% respectively).

- More middle schools than elementary schools used teachers from other schools for ALP (29% versus 14%).

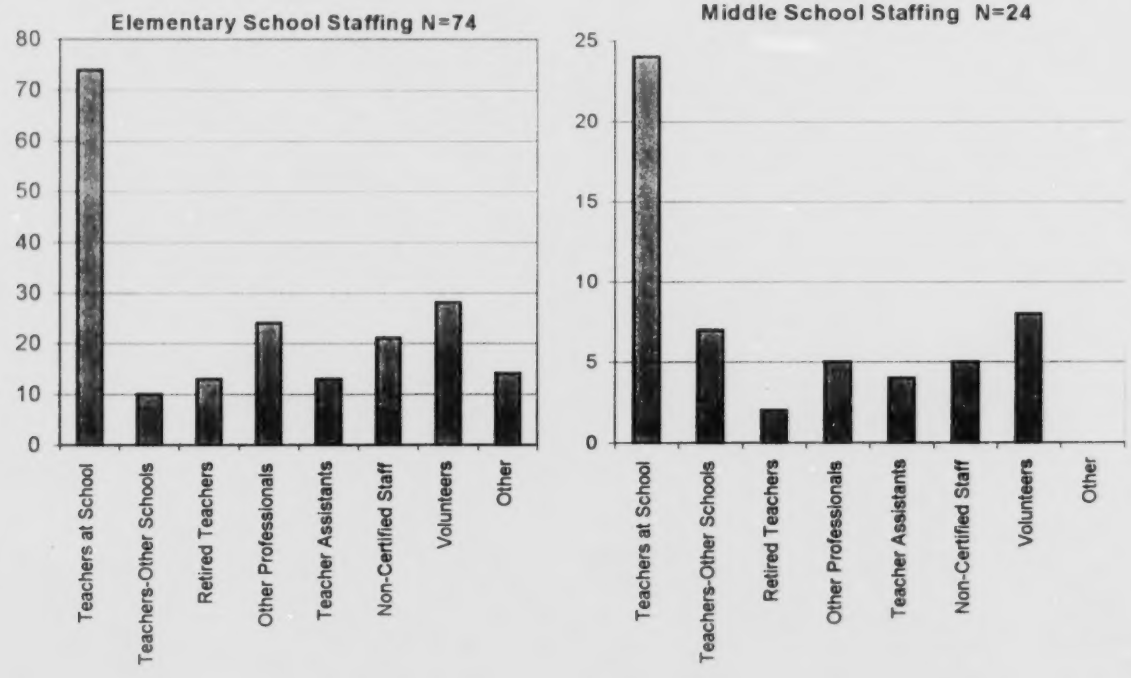
Figure 6
Number of Schools Using Various Types of Staffing

	Elementary Schools (74 Schools)		Middle Schools (24 Schools)	
	# Schools	% Schools	# Schools	% Schools
Teachers-Own School	74	100%	24	100%
Teachers-Other Schools	10	14%	7	29%
Retired Teachers	13	18%	2	7%
Teacher Assistants	24	32%	5	21%
Non-Certified Staff	13	18%	4	17%
Other Professionals	21	28%	5	21%
Volunteers	28	38%	8	33%
Other	14	19%	0	-

Source: Program Descriptions

Overall, elementary schools were more likely to use retired teachers, other professionals, and teacher assistants than middle schools; middle schools were more likely to use teachers from other schools.

Figure 7
Number of Schools Using Each Type of Staffing



STUDENT PARTICIPATION

School programs can only be successful if students participate. Achieving high attendance in a program held outside regular school hours was therefore challenging, yet critical. To encourage attendance in ALP, transportation was made available to take students to and from their homes including those Saturdays, teacher workdays, holidays, and intersession days used by the schools. The Central Office coordinated scheduling with individual schools. At the school level, schools tried numerous techniques to encourage high attendance. Parent support for ALP was also key in linking the students to attend. Student cooperation, of course, was also necessary, and was achieved through establishment of purpose and incentives.

In this section, we report on the number of ALP students, the attendance rates achieved, the efforts made to encourage attendance at the school level, and the cooperation received from parents.

Enrollment

Figure 8 tracks ALP eligibility and participation in 1999-2000 (see next page). Students were considered eligible for ALP if they scored in Level I or II in reading and/or math, or had low classroom profile results in the spring of grade 2. As shown, 272 students were added to the original eligibility count of 10,464 because they were new to the system or in need based on school assessments. (Schools were allowed to add extra students if there was room in their program once those eligible were invited to attend.) On the other hand, 621 left WCPSS during the school year. As of spring, 2000, when we asked for data sheets on all eligible students, 10,115 students were enrolled and eligible to participate in the Accelerated Learning Program.

Data sheets returned for individual students indicated that 66% of the eligible students actually participated in the program. Of those who did not participate, 21% were served in other programs (20% during the day in WCPSS and 1% outside of the school system), and 9% received no help. For those students who received no help, 90% of elementary students had been reassessed as on grade level. At the middle school, some parents and students refused service. Figure 9 below is a summary of enrollment breakdown by grade.

Figure 8
ALP Eligibility and Participation 99-00

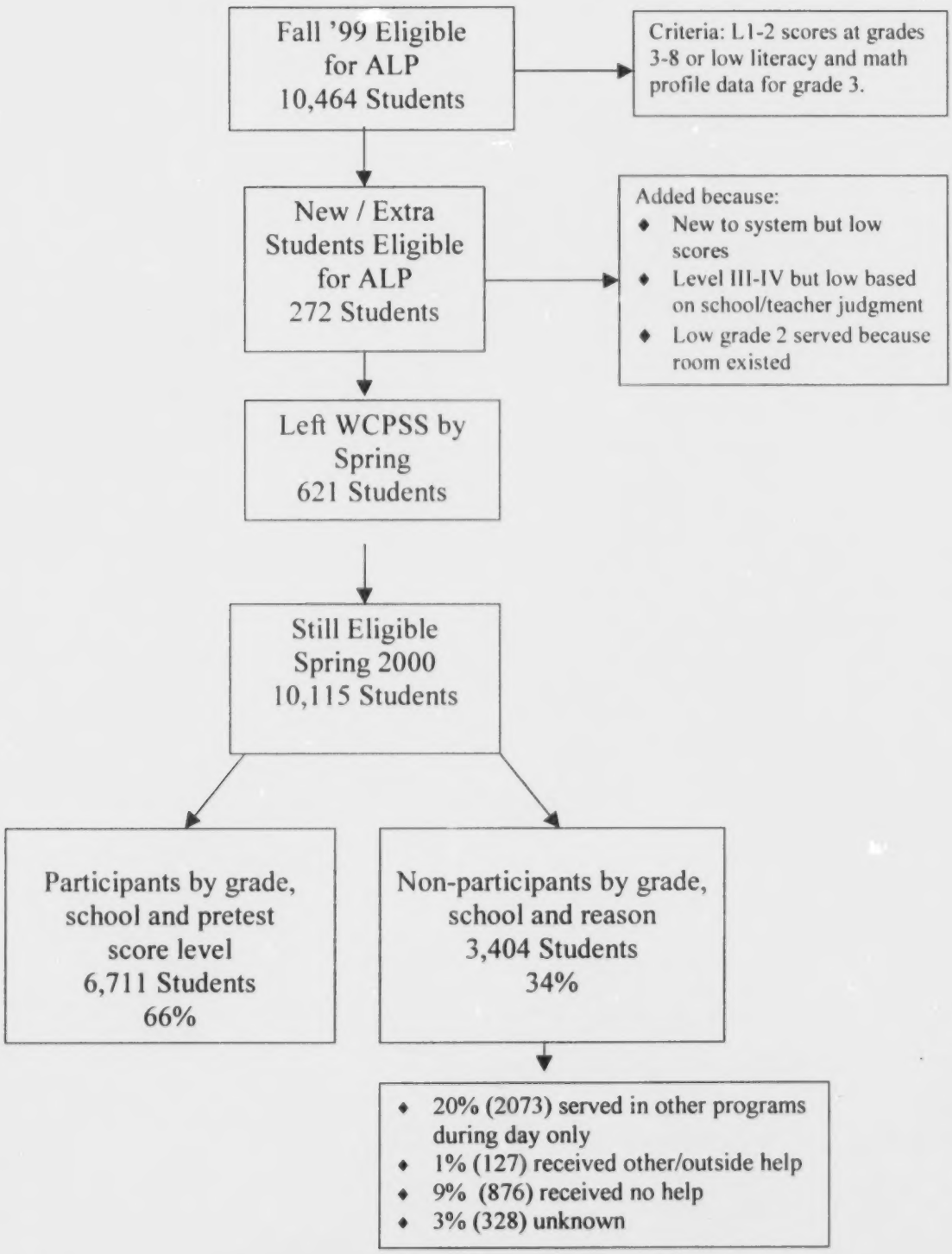

Fall '99 Eligible for ALP 10,464 Students
Criteria: L1-2 scores at grades 3-8 or low literacy and math profile data for grade 3.
New / Extra Students Eligible for ALP 272 Students
Added because:
New to system but low scores
Level III-IV but low based on school/teacher judgment
Low grade 2 served because room existed
Left WCPSS by Spring 621 Students
Still Eligible Spring 2000 10,115 Students
Participants by grade, school and pretest score level 6,711 Students 66%
Non-participants by grade, school and reason 3,404 Students 34%
20% (2073) served in other programs during day only
1% (127) received other/outside help
9% (876) received no help
3% (328) unknown

Figure 9
Enrollment in the Accelerated Learning Program

	# Students Eligible for ALP	# Students Who Participated in ALP	% Students Who Participated in ALP
Grade 2	NA	100	
Grade 3	2,946	1,717	58%
Grade 4	1,811	1,409	78%
Grade 5	1,468	1,183	81%
Grade 6	1,361	870	64%
Grade 7	1,398	837	60%
Grade 8	1,031	595	58%
Total	**10,115**	**6,711**	**66%**

Source: Instructional Assistance Data Sheets

The grade 3 participation rate was expected to be lower because schools were provided two criteria for eligibility—the fall of third grade EOG pretest and the spring of second grade data from WCPSS classroom assessment profiles. Both of these instruments have somewhat lower reliability than the other EOG tests; thus, more students were identified as eligible. When the rosters of those eligible were distributed, E&R/C&I suggested that students low on both were likely to need assistance. However, for those low on only one measure, schools were asked to consider reassessment and other information to decide which students should participate.

First and second graders were not officially eligible to participate in the Accelerated Learning Program in 1999-2000 and funding levels did not consider these grade levels. Schools were allowed to include a few second graders in need of assistance if resources were available. Overall, 100 second graders participated in ALP.

The number of students eligible for and served in ALP, broken down by individual school, (based on student data sheets returned), is included in Attachment 6 for elementary schools and Attachment 7 for middle schools.

Program Descriptions suggested a higher percentage of those students eligible, 83%, had participated in ALP. However, we suspect this is an overestimate due to different methods of totaling participation and double counting of some students across programs or schools.

More detail on each elementary school's efforts to help at-risk students at grades 1 and 2 is included in Attachment 3. Overall, 58 elementary schools reported other forms of assistance was provided to at-risk students at those grade levels. Some were formal programs and some were school initiatives. Types of assistance mentioned by schools in the narrative Program Description include:

- Title I
- ESL
- Parent and other volunteer tutors
- Small group and individual instruction provided by special area teachers, the LART, the IRT, the Lead Literacy Teacher, and/or teacher assistants.

Attachment 4 provides a more complete description of ALP and other instructional assistance programs at the middle school level. Discussion includes how the schools introduced ALP to the students and parents, details of the ALP calendar, staffing, instructional strategies, and supplemental materials.

Level I and II Student Characteristics

It is useful to know the characteristics of the Levels I and II students in grades 3-8 in spring 1999. They were as follows:

- 54% were male,
- 58% were African-American,
- 51% qualified for Free- and Reduced-Price Lunch (FRL)
- 33% were in a special program other than Academically Gifted (Non-AG).

These characteristics have been fairly stable over time. Further breakdown of characteristics for Levels I and II students can be found in E&R Bulletin 01.04 entitled Progress Towards the 95% Goal.

Attendance

System Trends

Attendance rates for ALP varied depending upon the days and times the program was offered and the school level (elementary and middle school). Recall that the most common timing of sessions at traditional-calendar schools was Saturdays and after-school with year-round schools using primarily intersessions. As context, average daily attendance during the regular school year is 95.27% (based on 1998-99 figures).

- Intersessions, after school, and early release days had the highest attendance rates. The mean percentage of attendance on Saturdays and teacher workdays was relatively low. Thus, traditional-calendar schools had higher attendance when sessions were held on regular school days when students were already on campus. This pattern was stronger at elementary than middle schools.

- Attendance, in general, tended to be higher in elementary schools, particularly on intersession days, early release days, and after-school sessions. See Figure 10.

Figure 10
ALP Attendance Across Schools: Mean Percentages

	Saturday	Teacher Workday	Inter-session Days	Early Release Days	Holidays	Before School	After School
Elementary	63	56	88	82	65	82	85
Middle	61	60	79	70	-	-	62

Source: ALP Feedback Forms

Further, middle schools had more difficulty maintaining attendance across the year than elementary schools, as Figure 11 indicates. Half of the middle schools reported declines in attendance across the year compared to 30% of elementary schools.

Figure 11
Maintaining Attendance Throughout the Year

	Increased	Stayed the Same	Decreased
Elementary Schools	8%	61%	31%
Middle Schools	15%	35%	50%

Source: ALP Feedback Forms

Elementary Attendance by School

Attendance rates varied greatly across schools overall and within the various days and times ALP was provided. Attachment 8 shows the attendance figures by school as well as whether the attendance of the school declined, increased, or stayed the same throughout the year.

- Saturday attendance ranged from 12 – 93% with a mean percentage of 63% (56 schools).
- After-school attendance ranged from 45 – 98% with a mean percentage of 85% (48 schools).
- Teacher workday attendance ranged from 26-80 (10 schools).
- Intersession attendance ranged from 60-98% (8 schools).
- Before-school attendance ranged from 50%-100% (6 schools).
- Early release attendance ranged from 50-94% (5 schools).
- Holiday attendance was 65% (1 school).

High attendance was much more likely for after-school sessions than Saturdays. The variation in attendance ranges on Saturdays versus after school at elementary schools is diametrically opposite, as shown in Figure 12.

Figure 12
Attendance Comparison Between Saturday and After-School Programs

% Attendance	Saturday Programs (56 Schools)		After-school Programs (48 Schools)	
	# Schools	% of Schools	# Schools	% of Schools
Under 60	18	32%	3	6%
60 – 69	17	30%	1	2%
70 – 79	11	20%	6	13%
80 – 89	9	16%	21	44%
90%	1	2%	17	35%

Source: ALP Feedback Forms

Year-round schools were more consistently successful in achieving high attendance than traditional-calendar schools.

- Year-round schools used intersessions for ALP almost exclusively. Average attendance was 88%. Most reported high attendance, with five of the seven (71%) indicating attendance of 90% or better. The only exceptions reported attendance of 86% and 60%. One year-round elementary school did not utilize intersession days and therefore is not included in these numbers.

- For traditional-calendar schools, average attendance anged from 56% for teacher workdays to 85% for after-school sessions. Overall, 17 of the 68 elementary schools (25%) reported attendance percentages of 90% or better for at least one of the time slots.

Of the 66 schools reporting, *almost two thirds (62%) indicated that attendance remained the same across the year.*

- For the eight year-round schools reporting, attendance throughout the year for ALP stayed the same at most schools (five schools or 63%). One school (12%) reported an increase and two (25%) reported a decrease over time.

- For traditional-calendar schools, a similar percentage reported steady attendance (61%), but more reported a decline (32%). Four schools (7%) reported increasing attendance across the year. Traditional-calendar schools with higher attendance overall were more likely to have steady attendance during the year (70%) as opposed to those with low attendance (41%). One school indicated attendance stayed the same for after-school session, but declined for their Saturday program.

Middle School Attendance by School

As with elementary schools, attendance rates varied greatly across schools overall and within the various time slots ALP was provided. Attachment 9 shows the attendance figures by school as well as whether the attendance of the school declined, increased, or stayed the same throughout the year.

- Saturday attendance ranged from 30% to 80%, with 41% of the schools reporting attendance 70-75% however a mean percentage of 61% attendance.
- After-school attendance ranged from 20% to 83%, with half of the schools reporting attendance of 70-83% however a mean percentage of 62% attendance.
- Attendance for Saturdays, teacher workdays, and after school was equally low (whereas the attendance rate for elementary school after-school programs was significantly higher). Figure 13 shows attendance averages for the various ALP time slots.
- Year-round schools were more successful in achieving high attendance than traditional-calendar schools. Attendance during intersessions ranged from 75% to 85%.

Figure 13
Attendance Trends for Middle Schools

% Attendance	Saturday		After School		Intersession	
	# Schools (N=17)	% of Schools	# Schools (N=12)	% of Schools	# Schools (N=3)	% of Schools
Under 60	6	35%	4	33%	0	-
60 – 69	3	18%	2	17%	0	-
70 – 79	7	41%	1	8%	2	67%
80 – 89	1	6%	5	42%	1	33%
90% and Above	0	-	0	-	0	-

Source: ALP Feedback Forms

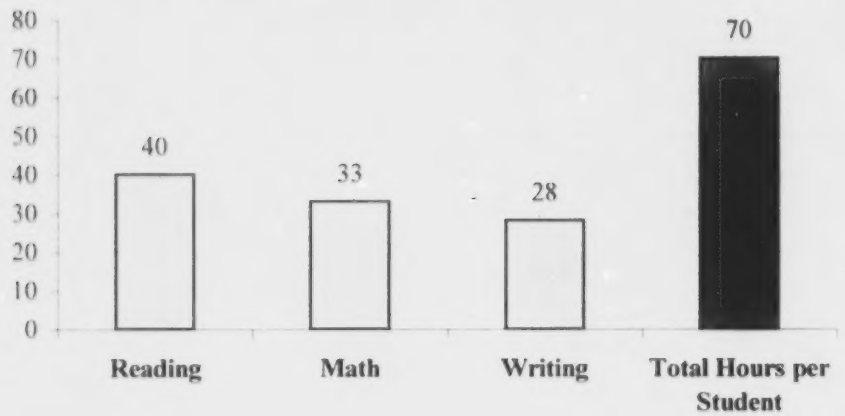
Of the reporting 20 middle schools, half indicated a decline in attendance through the year, seven indicated that attendance remained the same, and three reported that attendance increased.

- Nine schools reported attendance percentages of 75% or better. Of those schools, four reported that attendance remained the same, three reported that attendance increased, and two reported a decrease.
- For year-rounds, Durant Road and Lufkin Road reported that attendance remained the same whereas West Lake reported that attendance declined.

Individual Student Attendance

The average number of hours of additional instructional assistance per student, as determined by the individual data sheets submitted for students, is depicted in Figure 14. The average total number of hours attended per student—including reading, math, and writing—was 70 hours. This can be compared to the elementary schools' average of 103 hours of additional assistance and 91 hours at middle school level.

Figure 14
Median Hours of Instructional Assistance



Students needing help in reading tended to receive the most assistance. Writing help was generally provided to students already there for reading or math help.

Encouraging Attendance

Schools tried various methods of enticing students to participate in the Accelerated Learning Program on a consistent basis. Most of the schools used similar strategies, with varying degrees of success. Parental contact through letters/notes and telephone calls was the primary strategy, with 70% of the elementary and 95% of the middle schools incorporating this method (see Figure 15).

Figure 15
Strategies Used to Encourage/Ensure Student Attendance

	Elementary Schools with that response*	Middle Schools with that response*
Letters/notes to parents	25	12
Phone calls to parents	24	7
Monthly calendars and reminder flyers to parents	20	0
Attendance and other rewards	15	5
Announcements over intercom for ALP students	11	5
Snacks and breaks	11	5
Reminders to students from the teachers	10	2
Personal contact by principal and ALP teachers	9	5
"Fun" learning activities	9	4
Teacher/PTA newsletters	7	1
Information sessions/conferences	7	2
Made students feel special, positive atmosphere	6	0
Emphasized benefits of ALP to students	6	3

* 68 elementary and 20 middle schools submitted responses to this question
Source: ALP Feedback Forms

In both elementary and middle school settings, the parents were contacted in one or more ways when students did not attend ALP. Follow-up strategies were similar for both elementary and middle schools, and included the following (in order of frequency):

- Phone calls to parents (45 elementary and 12 middle schools)
- Notes/letters sent home to parents (35 elementary and 12 middle schools)
- Information sessions/conferences held
- Personal contact with the student when an ALP session was missed
- Encouragement from the teacher to attend
- More copies of the ALP calendar sent home
- Students met with counselor (middle schools only)

Overall most elementary schools described parents as very cooperative with ALP. Middle schools most commonly described parents as somewhat cooperative. None of the schools in either elementary or middle school settings reported generally that parents were not cooperative at all. (See Figure 16.)

Figure 16
Parental Cooperation with ALP
(Number of Schools*)

	Very Much	Somewhat	Minimally	Not at All
Elementary Schools	45	23	3	0
Middle Schools	5	10	5	0

*71 elementary and 20 middle schools responded
Source: ALP Feedback Forms

IMPLEMENTATION

The ALP program was planned and implemented with a quick turnaround schedule. Schools knew they were receiving the funds in the summer and most started their programs in the fall. Some schools opted to wait a little later for their first sessions. Some schools had more trouble than others in recruiting staff and arranging transportation. Before-school transportation turned out to be particularly problematic.

Additional training was provided to the ALP staff and volunteers. WCPSS staff received training through the Curriculum and Instruction Department (C&I). WCPSS staff and Wake Education Partnership collaborated to recruit and train volunteers. Instructional strategies were the focus of the training sessions. The ALP program was monitored through the principals and assistant principals, as well as through the Central Office.

Training

Teachers

The Curriculum and Instruction (C&I) Department planned ten full-day training sessions throughout the course of the year, with nine actually occurring. Topics of the training sessions included evaluation and assessment, instructional strategies, and test-taking strategies, arranged in that order.

The first two sessions provided general information and training for the Accelerated Learning Program to the Principals, Assistant Principals, and ALP Coordinators. Subsequently, C&I provided four language arts training sessions for elementary and the same number for middle schools. In math, C&I conducted four training sessions at the elementary school level, but only three training sessions at the middle school level.

Almost all elementary and middle schools attended one or more training sessions, but less than half sent someone to all available sessions.

- Overall, 92% of the elementary and 87.5% of the middle schools had one or more representatives at one or more language arts training sessions, with slightly higher participation for math.

- Most schools sent a representative to two of the four language arts sessions (82% at elementary and 75% at middle school). Similarly, most schools sent a representative to two of the four elementary math sessions (89%) and two of the three middle school math sessions (71%).

- Lower percentages sent a representative to all four sessions for language arts (46% elementary and 38% middle school) and math (54% elementary and 58% middle school).

- Six elementary and three middle schools were not represented at any of the language arts sessions; four elementary and three middle schools were not represented at any of the math sessions.

Figure 17
Number of Schools with Representatives at Training

	Training Session Days			
General 2-day training	**2 days**			
Elementary	66 (89%)			
Middle	22 (92%)			
Language Arts	**#1**	**#2**	**#3**	**#4**
Elementary	49	57	56	56
Middle	15	14	13	19
Math	**#1**	**#2**	**#3**	**#4**
Elementary	46	50	65	65
Middle	17	18	19	N/A

Note: Includes all elementary (74) and middle schools (24)

School representatives were not always the same at each session. *Since sessions were designed to build on previous sessions, the presenters reported training was less effective than desired because of the inconsistency in the individuals attending the sessions.*. This hampered school participants' learning at the initial training as well as their ability to share the information back at their schools.

Twenty-six (39%) of the 67 elementary schools and 6 (30%) of the 20 middle schools reporting through the ALP Feedback Form said they offered additional training for their ALP instructors.

Volunteers

Trained volunteers comprised one component in the staffing of the Accelerated Learning Program. During most of the school year, a WCPSS staff liaison (Toni Cooper) and the Wake Education Partnership recruited businesses, college students, and parents through the use of letters, brochures, state agencies, and business partners. In total, 191 volunteers were recruited to be Literacy Coaches working with ALP students in 61 schools.

The WCPSS Language Arts Department designed a two and one-half hour literacy-training program for volunteers, and the presentation of the training session was the joint responsibility of a cadre of Wake Education Partnership and school system staff. Later in the year, the training was conducted solely through Wake Education Partnership using the same training program designed by WCPSS.

The volunteers to the Accelerated Learning Program were trained to be "coaches" rather than teachers. While a teacher's job is to diagnose, prescribe, and teach each student, a coach is assigned to support a student's learning through practicing, drilling, and motivational support. The volunteers were not used as a substitute for highly trained teachers.

Teaching Strategies

Schools were asked which of the following strategies were used at their school to assist students. As shown in Figure 18, *math manipulatives were used at almost all elementary and middle schools.* Over 70% of schools at each level also reported using supplemental materials for re-teaching/assessment and teaming within grade levels. Neither elementary nor middle schools reported using advisory or extended team time very often for ALP.

Figure 18
Percentage of Schools Using Various Teaching Strategies for Low Achievers

Strategy	% Elementary Schools	% Middle Schools
Use of math manipulatives for problem solving	100	95
Frequent assessment to inform instruction	81	60
Leveled book rooms	79	20
Within grade planning	76	50
Supplemental materials for re-teaching/assessment	73	80
Teaming across classes within a grade	70	70
Smaller group sizes for key parts of the day/week	61	60
Parent tutors beyond ALP	61	15
Curriculum mapping and pacing guides	58	70
Curriculum compacting	52	30
Teaming across grades	45	45
Across grade planning	43	35
Smaller classes all day	28	50
Special electives	22	85
Advisory time or extended team time	15	15

Source: ALP Feedback Forms

Other teaching strategy patterns varied by level. The largest differences were that a much higher percentage of elementary schools than middle schools used frequent assessment, leveled book rooms, within grade planning, parent tutors, and curriculum compacting. Middle schools reported using special electives and small classes all day more often than elementary schools.

Figure 19 provides additional information about assistance provided to students scoring below grade level.

- Over 80% of assistance was provided *only* by professionals (teachers and other school professionals). Conversely, slightly less than 20% of students *also* received help from non-professionals (teaching assistants and volunteers).

- Nearly half of the students received help *only* outside the day (reading: 44%, math: 49%). Forty percent received help *both* during and outside the day. About 15% of the students received help *only* during the day.

- In terms of the type of help received, the largest percentage of students received help through a mixture of enrichment, tutoring, and other help (such as help from an outside tutor). Approximately 40% received help *only* through tutoring. A very small percentage of students received help *only* through enrichment or other help.

Figure 19
Description of Instructors, Timing, and Type of Help for Level I and II Students*

	Reading (N=6,195)		Math (N=5,451)	
	Frequency	**Percent**	**Frequency**	**Percent**
Helper:				
Professionals Only	5,096	82	4,414	81
Professionals & Non-Professionals	1,099	18	1,037	19
Timing of Help:				
During the School Day	1,014	16	586	11
Outside the School Day	2,706	44	2,652	49
Both During and Outside	2,475	40	2,213	40
Type of Help:				
Enrichment	376	6	149	3
Tutoring	2,423	39	2,239	41
Other (e.g., Outside Tutor)	227	4	134	2
Mixed (Enrichment, Tutoring, and/or Other/Outside Help)	3,169	51	2,929	54

*Numbers were summed across grades 3-8.
Source: Instructional Assistance Data Sheets

Monitoring

The Accelerated Learning Program was monitored in the individual schools through the ALP Lead Teacher, the Principal, and/or the Assistant Principals. As shown in Figure 20, student attendance was monitored with the most consistency, with elementary lesson plans monitored the least.

Figure 20
Percentage of Schools Monitoring Key Elements in ALP

Key Elements Monitored	% Elementary Schools	% Middle Schools
Student attendance	91%	100%
Personal Education Plans	78%	80%
Teacher attendance at training	67%	75%
ALP teacher lesson plans	30%	60%

71 elementary and 20 middle schools responded
Source: ALP Feedback Forms

Key school staff also monitored the Accelerated Learning Program in other ways.

- Observed ALP classes
- Conducted teacher/parent conferences
- Communicated with teachers
- Communicated with parents
- Reviewed student progress

The systemwide Accelerated Learning Program was monitored through the office of David Gammon in the Curriculum and Instruction Department in the Central Office.

SUCCESSES AND CHALLENGES

Based on the ALP Feedback Forms, schools considered the greatest success of the Accelerated Learning Program to be the students' excitement, sense of accomplishment, and increased confidence (reported by 56% of elementary and 63% of middle schools).

Schools felt the most difficult challenge of the program was student attendance, reported by 28% of elementary and 58% of middle schools. Transportation was also a big issue and exacerbated the attendance problems. Individualized instruction for students and scheduling were larger obstacles at the elementary school level (19%); parental support was a bigger issue at middle schools (32%).

Attendance was reported to be a great success by six elementary and three middle schools. However, more schools (19 elementary and 11 middle) reported that attendance was one of their biggest challenges. Parental support was also a positive outcome of ALP in 14 schools, yet a challenge for even more schools (15) as shown in Figures 21 and 22.

Figure 21
What Was the Biggest Success with ALP?
(Number of Schools*)

	Elementary Schools	Middle Schools
Children's excitement, sense of accomplishment, increased confidence	38	12
Commitment from staff	23	4
Positive responses from parents	13	1
Student progress	11	3
Overall attendance	6	3

*67 elementary and 20 middle schools responded
Source: ALP Feedback Form

Figure 22
What Was the Biggest Challenge with ALP?
(Number of Schools*)

	Elementary Schools	Middle Schools
Attendance	19	11
Transportation	16	3
Staffing	15	3
Classes too big	15	2
Individualized instruction for students	13	0
Challenging behaviors from students	9	2
Parental support	9	6
Scheduling (Saturdays/after school, which classes)	8	0
Staff working too much, fatigue	8	2

*67 elementary and 20 middle schools responded
Source: ALP Feedback Forms

Commitment From Schools

Many variables help to determine the degree of success of the Accelerated Learning Program of the school. Some schools displayed a much higher level of commitment than others based on the following criteria.

- Scheduling hours committed to ALP
- Staffing provided for ALP
- Attendance at Central Office training sessions
- In-house training within the schools
- Efforts made to meet challenges (attendance, transportation, staffing fatigue, etc.)

Schools with top gains tended to have greater commitment to the program (see "Highest Growth Schools" in the following chapter).

GRADES 3-8 RESULTS FOR LEVEL I AND II STUDENTS

METHODS

Nearly all (at least 91%) WCPSS students scoring in Levels I and II received some type of additional assistance. Many (45%) received both ALP and another form of assistance. In studying the impact of our efforts to reach the 95% goal, we therefore examined the impact of ALP and other assistance on student achievement in both general and specific ways.

- First, we analyzed basic overall patterns of achievement on EOG tests for all students scoring in Levels I and II. We examined performance patterns over time, relative to the ABC standards, and relative to students scoring at other achievement levels (using both level score and scale score results). Students were removed from the analysis when scores were not available for the years examined, or when students were enrolled in a school for 90 days or less of the 180 days in a given school year. The enrollment criteria matched that used for ABCs.

- Second, we analyzed the effects of the Accelerated Learning Program more specifically on students' 2000 EOG scores. We compared growth for students served through ALP, other programs, and not at all. Regression models then tested the impact of several aspects of assistance on post-test scores, controlling for pre-test scores. To be included in these analyses, students had to score below grade level on the 1999 EOG reading or math test, or the end of second grade classroom profile assessments. Students were removed from the analysis when they scored above grade level in 1999, their scores were not available for both 1999 and 2000 in a subject, they were enrolled 90 or less days in one school during the school year, or they had missing data for <u>any</u> of the variables used in the regression model.

OVERALL EOG RESULTS BASED ON LEVEL SCORES

Figure 23 illustrates that WCPSS EOG multiple-choice results for spring 2000 showed improvements compared to spring 1999 in both reading and math at most grade levels (E&R Report No. 00.30). Shaded columns represent targeted grades for the achievement goal.

- The percentage of students scoring in Levels I and II decreased from 1999 to 2000 in both reading and math for grades 3, 4, 5, and 8. However, the percentage of students at Levels I and II increased at grades 6 and 7 between spring of 1999 and 2000. Thus, progress was stronger at the elementary than the middle school grades.

- Changes were even more positive when spring 2000 is compared with 1998.

- However, we remain further from the goal of 5% or less in Levels I and II at grade 3 than at grade 8. In grade 3, 16.9 and 20% of students score in Levels I and II in reading and math, respectively; 11.3 and 14.3% scored at Level I or II at grade 8).

Figure 23
WCPSS EOG Results for Spring 1998, 1999, and 2000:
Percentage of Students Scoring at Levels I and II

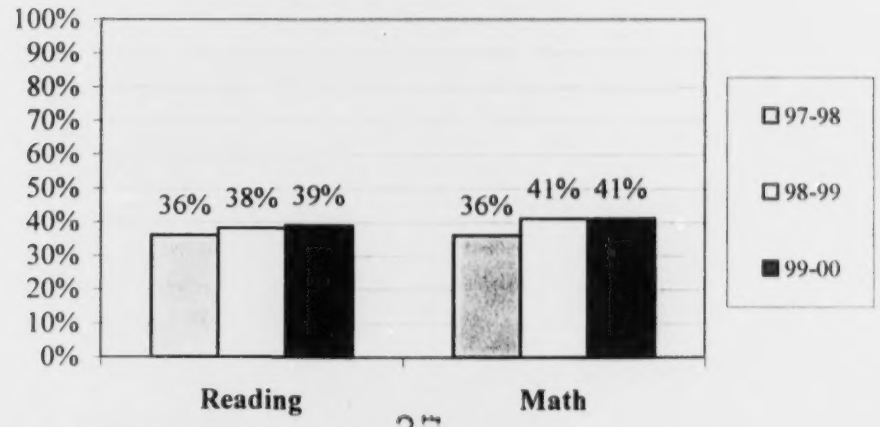
Reading						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1998	**20.7**	19.7	15.7	**21.2**	19.5	**13.6**
1999	**19.6**	19.2	15.2	19.3	15.1	**12.9**
2000	**16.9**	18.4	12.3	22.1	15.6	**11.3**
Math						
1998	**24.6**	15.9	16.0	**17.3**	16.3	**16.8**
1999	**22.9**	11.9	13.0	15.2	12.7	**16.2**
2000	**20.0**	10.8	11.1	14.7	13.2	**14.3**

MOVEMENT ACROSS LEVELS

Movement from Levels I and II Upward

Of the students who scored in Level I or II in spring 1999, about 40% were able to move up to Level III or IV in 1999-2000. It is encouraging that this high a percentage of students was able to change levels upward in just one year. This percentage was just slightly higher than 1998-99 when additional resources were allocated only to the neediest schools to support low-scoring students (1% higher in reading and the same in math). Compared to 1997-98, percentages were 3% higher in reading and 5% higher in math (see Figure 24).

Figure 24
Percent of Students Moving from Below Grade Level to at or Above Grade Level



Movement from Level III-IV Downward

Most WCPSS students scored in Levels III and IV on EOG tests. However, just less than 6% in each subject showed a downward movement in their scores between 1999 and 2000. As shown in the figures below, this reduced the net gain in the number of students scoring in Levels III and IV in spring 2000 considerably, from 2,646 to 674 in reading and 2,363 to 423 in math. To the extent that WCPSS can reduce this downward movement, we will reach the 95% goal more quickly. Almost two thirds of the students who moved downward in level scores scored within two standard errors of the cut-off score in spring 99. Providing additional support to these students is recommended.

Figure 25
Reading: Number of Students Changing EOG Levels
Spring 1999 to 2000

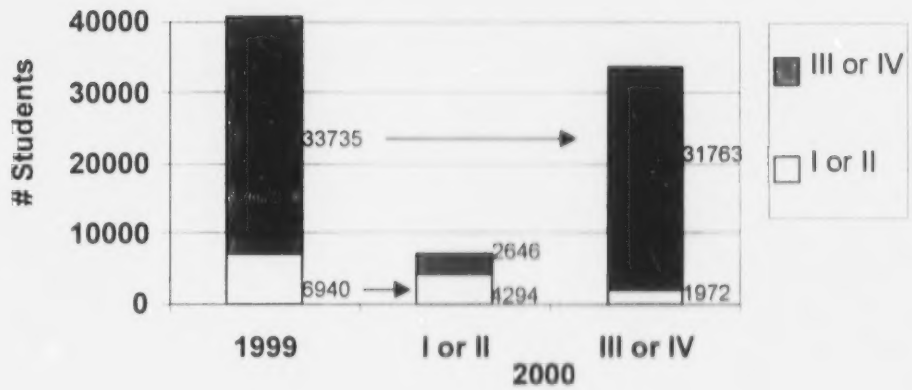
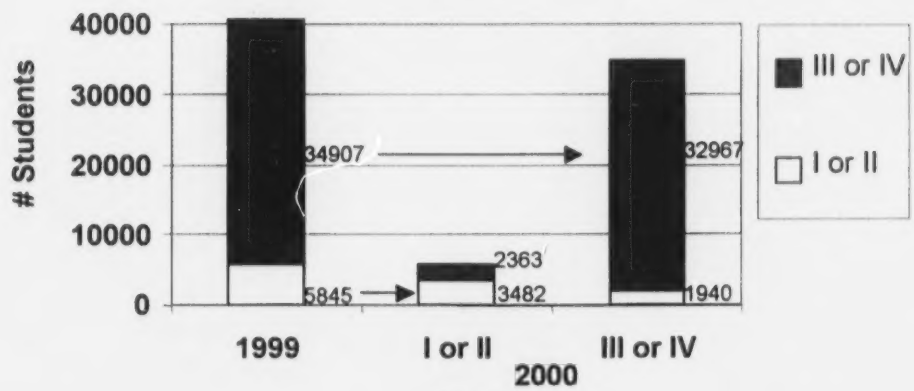


Figure 26
Math: Number of Students Changing EOG Levels
Spring 1999 to 2000



EOG RESULTS BASED ON SCALE SCORE GROWTH

Overall Results Relative to ABC Standards

Not all Level I or II students are likely to move up to Level III or IV performance in one year. Students who initially score the furthest below grade level will generally take longer to reach grade level than other students but can reach it with consistent strong growth over time. This is why it is critical to monitor scale score growth for these students.

Figure 27 shows the actual growth shown for WCPSS students who scored in Level I or II between the spring of 1999 and the spring 2000, along with the expectations for these groups based on the state's ABC formulas. The ABCs provide us with a yardstick by which to monitor this growth. ABC Expected and Exemplary Growth are expressed on a scale with 0 as the cut point for performance above (greater than 0) or below (less than 0) expectations. Expected growth represents growth expected of students over one year; exemplary growth is approximately 110% of expected growth.

As a system, WCPSS performed well on the state's ABC formulas which are designed to measure effectiveness. WCPSS showed exemplary growth for elementary students in 4 of 6 comparisons (with 4th grade reading and 3rd grade math as the exceptions). At middle school, however, WCPSS showed exemplary growth only in the case of 7th grade reading.

Figure 27
ABC Results by Grade for Levels I and II Students Spring 2000

Reading					
Grade in 2000	**Mean Score 1999**	**Mean Score 2000**	**Actual Growth**	**Expected Growth Composite**	**Exemplary Growth Composite**
3	131.4	140.8	9.4	1.6	1.2
4	137.7	142.9	5.1	-0.3	-0.7
5	139.8	148.4	8.6	1.8	1.4
6	145.2	147.2	2.0	-1.8	-2.0
7	147.9	152.9	5.0	0.5	0.2
8	151.3	154.9	3.6	-0.1	-0.3
Math					
Grade in 2000	**Mean Score 1999**	**Mean Score 2000**	**Actual Growth**	**Expected Growth Composite**	**Exemplary Growth Composite**
3	125.1	136.8	11.8	0.0	-0.5
4	132.6	145.2	12.6	1.9	1.6
5	142.5	151.7	9.1	1.0	0.7
6	147.9	154.1	6.2	-0.5	-0.9
7	153.9	161.0	7.1	0.1	-0.2
8	158.9	163.2	4.3	-0.7	-0.9

Another key question is whether growth for WCPSS is occurring for students at every level of initial performance. To reach the 95% achievement goal, WCPSS needs to see all students continue to grow, with students scoring at Levels I and II growing at the fastest pace. When broken down by initial achievement level, *ABC results show a more positive pattern for the elementary than the middle school grades* (see Figure 28).

Figure 28
ABC Expected Growth Composite Scores by Level and Free Lunch Status

Group	1999		2000	
	Expected Growth Composite	Exemplary Growth Composite	Expected Growth Composite	Exemplary Growth Composite
Grades 3-5				
Systemwide	3.0	0.5	4.4	2.1
Levels I and II	**4.9**	**2.6**	**6.0**	**3.7**
Level III	**3.1**	**0.7**	**4.4**	**2.0**
Level IV	**1.2**	**-1.2**	**3.4**	**1.0**
Free/Reduced Lunch	-0.3	-2.8	0.5	-1.9
Black Males	-0.5	-2.9	0.0	-2.3
Grades 6-8				
Systemwide	2.9	1.0	0.9	-0.8
Levels I and II	**1.8**	**0.1**	**-2.5**	**-4.1**
Level III	**2.2**	**0.5**	**-1.1**	**-2.7**
Level IV	**3.9**	**2.2**	**3.9**	**2.2**
Free/Reduced Lunch	-1.4	-3.1	-4.7	-6.7
Black Males	-1.0	-2.7	-5.5	-7.1

- *At elementary, WCPSS made exemplary growth for students at all levels, but the highest overall growth composite was for students in Levels I and II.* This is very positive, in that all students are continuing to grow but our lowest students' growth is strongest, allowing them to catch up with their peers. This is the type of pattern needed if we are to reach both state ABC goals and the WCPSS 95% goal. The pattern is also more positive than last year's for students in Levels I and II at the elementary level.

- *At the middle school level, however, WCPSS showed stronger growth for Level IV students than for those initially scoring at Levels I, II, or III.* This pattern will not help us meet the WCPSS 95% achievement goal. In addition, it is less positive than that for last year.

- *At both the elementary and middle school grades, growth was stronger for students in Levels I and II than for the students receiving free or reduced-price lunches.* Our students in Level I or II who are low income represent a special challenge for WCPSS educators (along with our low-income students at the higher achievement levels).

One-Year Scale Score Gains for Level I Versus Level II Students

Students scoring in Level I in 1998-99 showed larger scale score gains than students scoring in Level II, which is positive in that they have farther to go to reach grade level. Scale score gains increased at the elementary grades in both reading and math (with the exceptions of Level I gains for reading at grade 4 and math at grade 3). This positive change in gains means elementary schools are improving students' rate of learning. However, middle school gains declined in nearly all comparisons, with the exception of math for students in Levels I and II at grade 8. This will need to be reversed if middle schools are to reach the 95% goal.

Figure 29
Spring 1999 to Spring 2000 Gains on EOG Testing in WCPSS

Reading				
Grade	Level I		Level II	
	98/99	99/00	98/99	99/00
3	10.29	11.23	10.47	11.06
4	9.17	8.98	5.65	5.79
5	10.95	11.76	7.62	8.60
6	7.26	5.48	4.15	2.05
7	9.97	8.62	6.17	5.38
8	7.40	6.80	4.50	3.87
Math				
Grade	Level I		Level II	
	98/99	99/00	98/99	99/00
3	13.77	13.03	11.77	12.54
4	16.33	16.67	12.30	12.95
5	13.45	13.97	10.41	10.52
6	10.58	10.41	7.71	6.69
7	11.85	11.16	8.75	8.11
8	8.01	8.20	5.22	5.51

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Two-Year Follow-up of Gains

We examined the improvement shown for the cohort of WCPSS Level I and II students in 5 and 8 in 1999-2000 who had been tested for three consecutive years. Figure 30 illustrates the elementary trends. The elementary students who still scored in Levels I or II in spring 2000 had, nonetheless, made progress towards Levels III and IV by showing exemplary growth (in all cases except 3 to 4 in reading). Gains did not plateau the second year, and actually accelerated in reading between grade 4 and 5.

Figure 30
Two-Year Follow-up of Elementary Cohort
(996 Students in Levels I and II in 99-00 in Grade 5)

	Reading				
	Avg. Scale Score 1998 (Grade 3)	**Gain**	**Avg. Scale Score 1999 (Grade 4)**	**Gain**	**Avg. Scale Score 2000 (Grade 5)**
	135.88	**+ 3.35**	139.23	**+ 8.27**	147.50
ABC Standard Met?		**4.7 NO**		**6.9 YES**	
	Math				
	131.26	**+ 10.41**	141.67	**+ 8.97**	150.64
ABC Standard Met?		**8.0 YES**		**7.8 YES**	

As shown in Figure 31, the middle school pattern is not quite as positive relative to growth over two years. In reading, students exceeded the exemplary growth standard both between grades 6 and 7 and grades 7 and. In math, students did not show exemplary growth either year. Growth rates will need to increase if these students are to reach grade level performance.

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Figure 31
Two-Year Follow-up of Middle School Cohort (600 Students)

	Avg. Scale Score 1998 (Grade 6)	Gain	Avg. Scale Score 1999 (Grade 7)	Gain	Avg. Scale Score 2000 (Grade 8)
Reading					
	145.45	**+ 5.25**	150.68	**+ 3.49**	154.17
ABC Standard Met?		**3.4 YES**		**4.0 NO**	
Math					
	151.91	**+ 6.61**	158.52	**+ 3.75**	162.27
ABC Standard Met?		**6.1 YES**		**5.9 NO**	

WHAT PROGRAM CHARACTERISTICS MADE A DIFFERENCE?

This general look at achievement does not indicate the specific effects of ALP and other kinds of assistance. We therefore examined whether:

- ALP participants showed greater growth than those who did not participate, and
- Certain features of ALP programs made a difference to growth (e.g., time of day, type of instructors, hours of service, group size, and instructional approach).

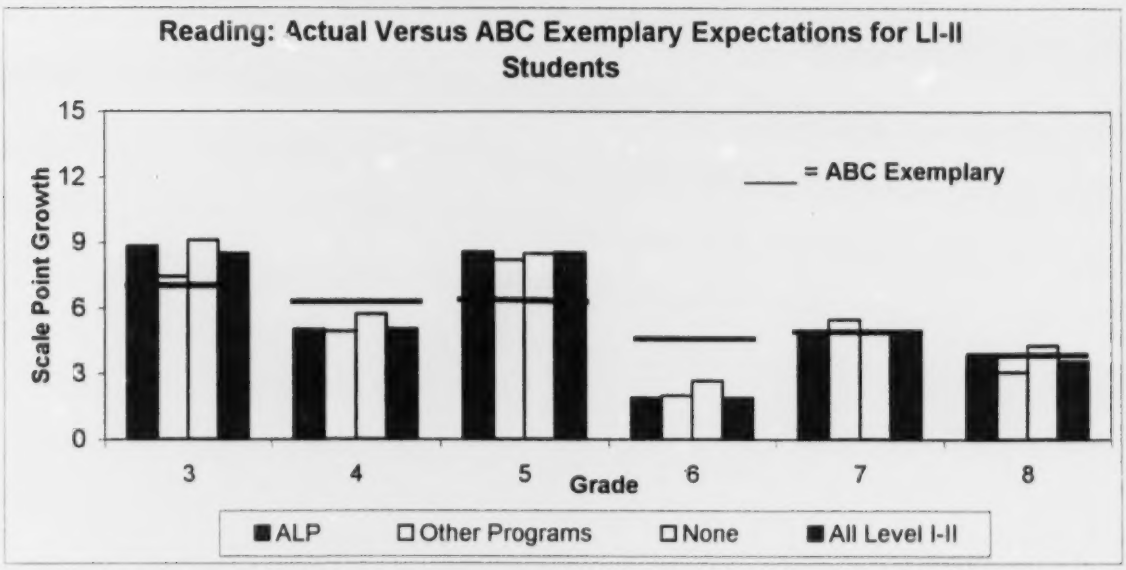
Growth for Students Based on ALP Participation

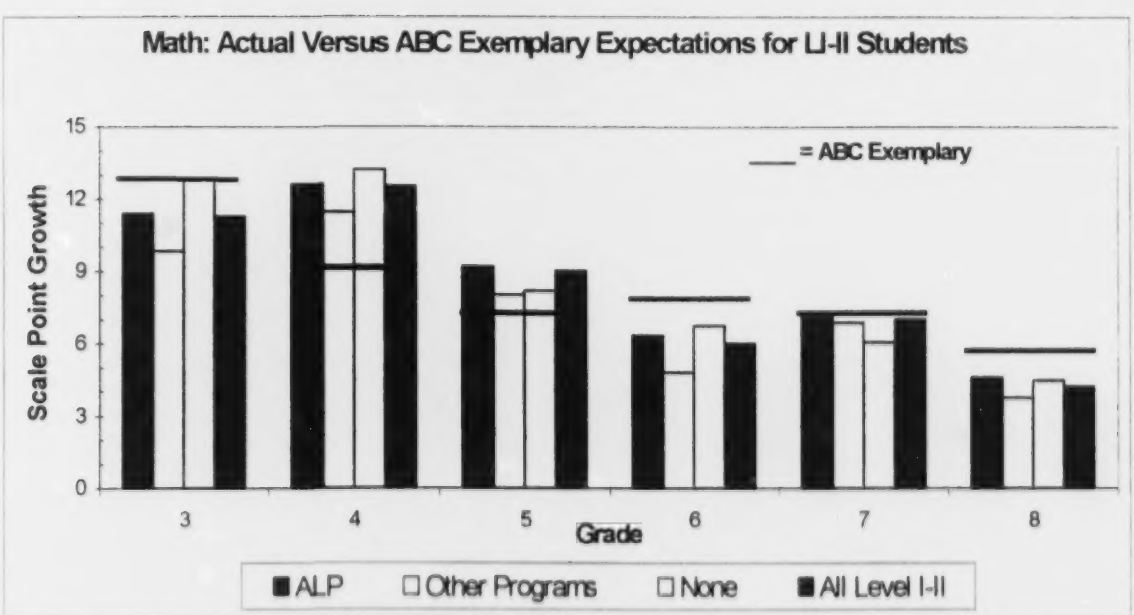
We compared growth for students served in ALP (or ALP and another program), exclusively in another program (such as Title I, Special Education, ESL), or not served at all. Students for whom status was unknown and those served in other ways were excluded from analyses because sample sizes were small at some grades. Results are shown graphically in Figure 32 and in chart form (complete with group sizes) in Figure 33.

Reading

As shown in Figure 32 (see next page), students served in a variety of ways tended to show similar growth (including ALP). Within each grade, this is true relative to ABC standards and in absolute terms comparing growth across subgroups. As the grade went, so went ALP. Readers need to remember that WCPSS has had supplemental support available for reading in the past. Therefore, one benefit of ALP is simply that all of those in need of help

Figure 32
EOG Trends Based on Program Participation Spring 99 to 00





can access it. Thus, the lack of difference in gains is *primarily* a concern when strong growth is not shown *overall* at a grade. (Of course, we would also like to see greater gains through ALP since it provides added instructional time.)

- At the elementary grades, exemplary growth was shown at grades 3 and 5 but not 4 (for the second year). Thus, grade 4 is a concern, with the balance of reading and writing instruction (given the writing assessment that takes place at this grade) being one likely explanation of results. Time for extra writing instruction may reduce the amount of time spent on reading. In addition, math growth is very strong for our system at grade 4. It may be time devoted to the three subjects needs to be adjusted.

- For middle schools, exemplary growth was achieved at grade 7 but not 6 and 8. ALP came closest to helping at grade 8.

Both elementary and middle school students receiving no extra help tended to show growth as strong as the other groups. Teachers and parents appeared to make good judgments about students who were not in need of help. At elementary, updated classroom data or EOG fall pretests were used to inform the decisions. Pretests may have been artificially low or students showed great summer progress. Middle school teachers relied more on past performance, classroom work, and student and parent input.

Math

Relative to ABC exemplary expectations, students served in ALP, other programs, or not served at all tended to meet, exceed, or fall below expectations at the same grades. As the grade level went, so went ALP.

- Exemplary growth was shown at grades 4 and 5, but not grade 3.
- Exemplary growth was not shown at any middle grade level. Grade 7 came close, with grades 6 and 8 showing weaker growth relative to ABC exemplary standards for students scoring in Levels I and II in both reading and math.

In terms of absolute gains, students in ALP did show larger gains than students served in other ways during the day, with differences being statistically significant at grades 3 and 8. Readers are reminded that supplemental programs beyond ALP in math are more limited, with special education, English as a Second Language (ESL), Communities in Schools (CIS), and other school or community-based efforts being the primary sources.

Figure 33
Scale Score Growth Relative to ABC Exemplary Standards and Group Sizes

EOG Reading

	Grade 3		Grade 4		Grade 5	
	#	Avg. SS*	#	Avg. SS	#	Avg. SS
ABC Exemplary		**7.4**		**6.0**		**6.9**
ALP	1622	**8.8**	1356	5.0	1154	**8.6**
During Only	521	**7.5**	198	4.9	138	**8.2**
None	408	**9.1**	80	5.7	61	**8.5**
All Level I-II	2690	**8.5**	1704	5.0	1396	**8.6**

	Grade 6		Grade 7		Grade 8	
	#	Avg. SS	#	Avg. SS	#	Avg. SS
ABC Exemplary		**4.6**		**4.8**		**4.0**
ALP	835	1.9	813	**4.8**	580	3.8
During Only	307	2.0	367	**5.5**	275	3.1
None	99	2.7	115	**4.9**	88	**4.3**
All Level I-II	1288	1.9	1352	**5.0**	980	3.6

EOG Math

	Grade 3		Grade 4		Grade 5	
	#	Avg. SS*	#	Avg. SS	#	Avg. SS
ABC Exemplary		**13.0**		**9.3**		**7.8**
ALP	1650	11.4	1387	**12.6**	1160	**9.2**
During Only	530	9.8	201	**11.5**	139	**8.0**
None	408	12.8	80	**13.2**	62	**8.2**
All Level I-II	2730	11.3	1738	**12.5**	1405	**9.0**

	Grade 6		Grade 7		Grade 8	
	#	Avg. SS	#	Avg. SS	#	Avg. SS
ABC Exemplary		**8.0**		**7.4**		**5.9**
ALP	837	6.4	810	7.2	580	4.6
During Only	313	4.8	360	6.9	272	3.8
None	98	6.7	112	6.1	88	4.5
All Level I-II	1295	6.0	1340	7.0	977	4.2

Met Exemplary Growth Standard ☐ # = Number of Students in Analysis
Average SS = Average Scale Growth

Factors Leading to Greatest Gains Systemwide

E&R used regression analysis to examine how several features of assistance to low scoring students impacted their gains. The spring 2000 EOG scores were regressed on the hours of help provided, group size (teacher-to-student ratio), type of instructor, timing of help, and instructional approaches. The 1999 EOG scores were used as a control variable. Separate regression models were run for each grade because the amount of developmental scale growth expected and the distribution of scores by grade are not uniform on EOG tests. After deleting missing data across all variables, there were 6,195 students in the reading analysis and 5,451 students in the math analysis.

In addition to the EOG test scores, the models contain two other continuous variables—hours of help and group size. On the average, students received 60 hours of help in reading and 50 in math. However, median values were lower (40 in reading and 33 in math). Because the hours of help students received was skewed (with more students clustered below the average), hours of help was transformed by taking the log of the variable.

For group size, if students were served in a subject in more than one way (tutoring, enrichment, and/or other), group size was constructed by averaging the teacher-to-student ratio for the applicable categories. Both reading and math assistance groups averaged about 10 students per teacher.

The models contain three categorical variables. Descriptive information on these variables is included in the Implementation chapter under Teaching Strategies.

- *Instructor type* consisted of professionals (teachers or other school professionals) and non-professionals (teacher assistants, other school staff, and volunteers). A two-category instructor-type variable was created which compared the impact of being helped by professionals and non-professionals to that of professionals only.

- A three category *timing-of-help* variable compared the impact of help during the day and outside the day to both during and outside the day.

- Finally, the *type of help* provided consisted of tutoring, enrichment, and outside/other help. Students receiving only one of these types of help were compared to those receiving a combination of help categories.

Regression analysis showed some impact for:

- timing of help,
- type of instructor,
- hours of help provided.

Regression analyses did not reveal any significant differences in gains based on the limited range of group sizes or the instructional approach. Students were generally served in small groups (with an average of 10 at each grade and with most groups ranging from 5-15).

Instructional approaches studied included tutoring specific to a child's needs, a more general enrichment approach, or a mixture of both.

Reading

None of the features studied had a consistent impact at *all* grades.

- At grades 3, 6, and 8, more hours of help led to greater gains.
- Third graders who were helped *either* outside *or* during the day scored about two points higher than students who were helped at both times.
- Generally, *student gains were similar for professionals working alone or with a non-professional.* However, sixth and seventh graders who were helped only by professionals scored about one-and-a-half points higher than those who received help from both non-professional and professionals.

Attachment 10 provides a chart showing significance values for all comparisons.

Math

Some consistency was found in the pattern of results for help outside (primarily ALP) or during the day and for the type of instructor used. See Attachment 11 for more detail.

- Help *outside* of the school day seemed particularly helpful. Students helped outside of the regular school day scored .9 to 1.7 points higher than those served both during and outside of the day. This difference was statistically significant at grades 3 and 4.
- Generally, *student gains were similar for students assisted by professionals working alone or with a non-professional.* Two exceptions are notable. At the elementary level, having *only* a professional work with the 4th grade student decreased gains by one point on the average. At the middle school level, gains were higher (by 1.66 points) at grade 6 when professionals only worked with a student.
- More hours of help increased gains at grade 7 in math, but not at the other grades.

The grade 3 findings on the timing of help in reading and math suggest that young students may become overwhelmed if *too* much help is added both within the day and after it. This may be particularly true if students are low in both reading and math. In this case, it may be most helpful to provide extra reading assistance *during the longer reading block* during the day (if feasible) and provide math assistance after school. Pulling students from other subjects during the day may be counterproductive. One caution to this interpretation is that measurement is weaker for the fall test at grade 3 than other EOG tests and other unknown factors may contribute to this trend.

Highest Growth Schools

Most elementary schools (80%) showed exemplary growth this year for students scoring in Levels I and II, which is very positive and an improvement over last year. At the middle school level, only one of 23 regular schools showed exemplary growth for students scoring in Levels I and II (less than last year).

Attachment 12 provides ranking of elementary schools from the highest to lowest exemplary gains for students that scored in Levels I and II. Attachment 13 details the ABC exemplary growth for all schools—in alphabetical order—that includes overall growth, as well as growth for students in Level I-II, free or reduced-price lunch students, and black males.

We compared school survey results for the eight elementary schools with the highest growth for Level I-II students and the eight with the lowest. Differences occurred in terms of the *time slots in which ALP was offered, attendance, parent cooperation, staffing, and approaches used.*

- **Time and Attendance:** The eight schools with the highest growth concentrated ALP sessions after school, with Saturday sessions being secondary. Attendance after school was high, averaging 90%, and typically remained steady throughout the school year. Low growth schools had a higher percentage of Saturday hours, with lower (63.3%) attendance. Attendance after school was lower as well, averaging 75.8%, and student attendance was as likely to decrease over time as to remain the same. The average number of ALP hours was slightly greater for the high growth schools (76%) than the low growth schools (72%).

- **Parent Cooperation:** Every high growth school reported that parents were *very* cooperative with the ALP program. In the low growth schools, most schools indicated that parents were only *somewhat* cooperative.

- **Instructional Approaches:** All but one high growth school used all three approaches in ALP teaching: tutoring, targeted instruction, and enrichment. Only one low growth school used all three approaches; the majority of the low schools did not use tutoring. Technology was used in more high growth schools than low growth schools.

- Schools with the highest growth tended to use more supplemental materials or a variety of them. The specific package varied considerably. Examples include Blast Off, Coach, Soar to Success, Cornerstone, Heart Beeps, Thinking Along, Milestones, Barnell Loft, SRA, Explode the Code, and Wordly Wise.

- The following teaching strategies were used in more high growth schools than low growth schools:

    - Teaming within a grade
    - Curriculum compacting
    - Parent tutors beyond ALP

- **Staffing:** High growth schools used a wider variety of staffing (three or more types of staffing) while the low growth schools tended to only use teachers at their own school.

- **Concentration of Students:** The schools which showed the highest growth also tended to have a smaller number and percentage of students scoring in Levels I and II initially.

  - Schools with the highest gains had an average of 55 low achieving students while the schools with the lowest gains had 89 students on the average. It is important to note, however, that one school with 125 Levels I and II students also was in the group of schools with top gains.

  - The percentage of students in Levels III and IV students at the highest growth schools ranged from 78.2 to 97.3% with an average of 89.2%. That percentage was significantly lower at the lowest growth schools, which ranged from 61.9 to 80.5% with an average of 71.8%.

  - A similar scenario occurred with low income students. Schools with the highest gains had a lower percentage of students on free- or reduced-price lunch. Schools with the highest gains averaged 15% low income students while schools with the lowest gains averaged 32% low income students.

- **Growth Status Overall:** Schools with the highest growth for Levels I and II students were fairly likely to show high growth for other groups of students as well. Of the eight schools with the highest growth for Levels I and II students, four were also in the top eight for overall exemplary growth, five for free-reduced lunch students, and four for black males.

  Schools with the lowest growth for students scoring in Levels I and II were not necessarily low for other groups. Two were in the lowest seven for overall exemplary growth, one for free-reduced lunch students, and one for black males.

Attachment 14 summarizes the Top Eight Schools for the Level I-II students, free/reduced-priced lunch students, and black males. Attachment 15 provides the details of these comparisons.

SUMMARY OF END OF GRADE RESULTS

ALP achievement results indicate the program showed some success in its first year.

- Gains appeared stronger in math for students served through ALP outside of the school day.

- ALP, as well as other assistance, proved to be more helpful at elementary schools than middle schools.

- Growth was stronger at some grades than others. At elementary, grade 4 in reading and grade 3 in math appeared to be the greatest challenges. At the middle school level, grades 6 and 8 in both reading and math are the greatest challenges

- Growth was stronger at some schools than others as well. More elementary schools (80%) showed exemplary growth with students scoring in Levels I and II than middle schools (4%).

IMPLICATIONS

New efforts often show less effectiveness in their first year than subsequently. Refinements and increased effectiveness are necessary in ALP to promote maximum effectiveness. Helping students in math outside of the day is supported at both the elementary level. The use of trained volunteers and teacher assistants (or other paraprofessionals) is also supported at both levels.

At the elementary level, results of this study specifically suggest that WCPSS:

- Provide extra help in grades 1-2 in *both* reading and math,
- Help students in math before or after school whenever possible,
- Help most third graders *either* during the day or outside of the day,
- Support low Level III students and
- Learn from schools with the highest gains.

At the middle school level, results suggest broader changes will be necessary, including to:

- Strengthen the overall instructional program, especially for students scoring at Level I or II,
- Provide opportunities for support during and outside the school day,
- Help students in math outside of the school day whenever possible,
- Expand use of volunteers and other non-professionals, especially in reading,
- Use classroom assessments more often to diagnose specific needs, and
- Support low Level III students.

Some of these implications require no additional funds and can be carried out within the ALP 3-8 program. New initiatives planned for WCPSS in 2000-2001 address some of these concerns, but two may be addressed only through the Challenged Schools or grant funds.

- *The grade pre-K-2 ALP program addresses only literacy*, while math remains our weakest area in grade 3. While greater fluency in reading will help students with word problems on the EOG, some students need specific assistance with math skills at grades 1 and 2. Our current first graders will be in grade 3 in the 2003 year (when the 95% goal is to be reached).

- Support for low Level III students is also a need. About 60% of those students who dropped from Level III or IV to Level I or II scored in Level III within the confidence interval of the test for an individual (two standard errors). To the extent we can reduce this backward movement, WCPSS will reach Goal 2003 more easily.

These two areas are strongly suggested as a focus for school efforts with Challenged Schools or grant funds.

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ATTACHMENTS

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Attachment 1
Elementary School Calendar and Staffing for ALP 1999-2000

School	Calendar												Staffing							
Elementary	# Sat	Hrs Per Sat	Total Sat Hours	# Inter-session Days	Hours per Inter-session Day	Total Inter-session Hours	Total Work-day Hours	Total Early Release Hours	Total Holiday Hours	Before School Hours	After School Hours	Total Hours	Teacher-At School	Teacher-Other School	Retired Teacher	Teacher Assistant	Non-Certified Staff	Other Professionals	Volunteers	Other
Adams (YR)				27	6	162					16	178	X					X		
Apex	9	3	27						6		36	69	X					X		X
Aversboro	13	3	39				12				16	67	X			X			X	
Baileywick	17	3	51				6				12	69	X	X		X	X		X	X
Baucom	13	3	39								28	67	X	X	X					
Brassfield	14	3	42								24	66	X							X
Brentwood											83	83	X	X	X			X	X	
Briarcliff	4	4	16				6				30	52	X							
Brooks	14	3	42								48	90	X	X			X		X	X
Bugg	4	6	24				18				24	66	X		X			X		
Carver				9	6	54	12	3			32	101	X			X			X	
Cary	14	3	42				6					48	X							
Combs	4	3	12								45	57	X			X		X		X
Conn	17	3	51								12	63	X				X			
Creech Road	14	3	42								45	87	X							
Davis Drive	22	4	88								19	107	X							
Dillard Drive	11	3	33								41	74	X						X	
Douglas	10	4	40								40	80	X			X		X	X	
Durant Road (YR)	1	3	3	81	6	486						489	X							
Farmington Woods	2	3	6								60	66	X		X					
Fox Road	12	3	36								24	60	X			X				
Fuller	14	3	42								24	66	X				X			
Fuquay-Varina	11	3	33								28	61	X					X		X
Green (YR)				56	6	336						336	X							X
Hilburn Drive	19	3	57						3			60	X		X		X		X	X
Hodge Road	20	3	60									60	X	X		X				X
Holly Springs	20	3	60									60	X			X	X	X	X	
Hunter	16	3	48				3				16	67	X		X					

Attachment 1
Elementary School Calendar and Staffing for ALP 1999-2000

School	Calendar												Staffing							
Elementary	# Sat	Hrs Per Sat	Total Sat Hours	# Inter-session Days	Hours per Inter-session Day	Total Inter-session Hours	Total Work-day Hours	Total Early Release Hours	Total Holiday Hours	Before School Hours	After School Hours	Total Hours	Teacher-At School	Teacher-Other School	Retired Teacher	Teacher Assistant	Non-Certified Staff	Other Professionals	Volunteers	Other
Jeffreys Grove	17	3	51				9					60	X			X	X		X	
Jones Dairy (YR)	13	3	39								115	154	X				X		X	
Joyner	6	6	36				34				34	104	X			X			X	X
Kingswood											44	44	X							
Knightdale	14	4	56									56	X							
Lacy	16	3	48								4	52	X	X		X			X	
Lead Mine	1	3	3				12				60	75	X							
Leesville Road	22	3	66									66	X			X				
Lincoln Heights	6	3	18								58	76	X						X	
Lockhart	3	7	21				8	4			36	69	X		X					X
Lynn Road	10	3	30								14	44	X		X			X		
Millbrook	8	3	24							25	20	69	X							
Morrisville (YR)				60	6	360				15	130	505	X		X	X				
North Ridge	4	3	12								60	72	X						X	
Northwoods	13	3	39								14	53	X	X	X	X				
Oak Grove (YR)				52	6	312						312	X							
Olds	6	6	36				6			26	32	100	X							
Olive Chapel											65	65	X		X	X		X		
Partnership										35		35	X			X		X	X	
Penny Road	12	3	36								32	68	X						X	
Pleasant Union							90		21	128		239	X				X		X	
Poe	20	3	60									60	X	X				X	X	
Powell	11	3	33								33	66	X		X	X		X	X	
Rand Road	2	4	8								72	80	X							
Reedy Creek	13	3	39								28	67	X							
Rolesville	12	3	36								34	70	X					X		
Root	13	3	39							35		74	X	X		X		X	X	X
Smith	17	3	51				6				96	153	X						X	

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Attachment I
Elementary School Calendar and Staffing for ALP 1999-2000

School	Calendar												Staffing							
Elementary	# Sat	Hrs Per Sat	Total Sat Hours	# Inter-session Days	Hours per Inter-session Day	Total Inter-session Hours	Total Work-day Hours	Total Early Release Hours	Total Holiday Hours	Before School Hours	After School Hours	Total Hours	Teacher-At School	Teacher-Other School	Retired Teacher	Teacher Assistant	Non-Certified Staff	Other Professionals	Volunteers	Other
Stough	10	3	30				6				34	70	X			X	X	X	X	X
Swift Creek	15	3	45								23	68	X			X	X	X	X	
Timber Drive (YR)				48	6	288						288	X							
Underwood	7	3	21				15				55	91	X				X		X	
Vance	20	3	60				8					68	X			X				
Vandora Springs	20	3	60									60	X							
Wake Forest	11	3	33							40		73	X	X				X	X	
Wakefield	4	3	12								56	68	X							
Washington	10	3	30				6			32		68	X							
Weatherstone	14	3	42				12				16	70	X				X			
Wendell	4	3	12				3	9			42	66	X							
West Lake (YR)	2	3.5	7	62	6	372						379	X			X		X		
Wilburn (YR)				76	3	228					64	292	X							X
Wildwood Forest	11	3	33								48	81	X					X		
Wiley	10	6	60									60	X			X				
Willow Springs	14	3	42								30	72	X						X	
York	16	3	48				3				16	67	X		X	X				
Zebulon	4	6	24				6	3			37	70	X						X	
Total			**2273**			**2598**	**287**	**19**	**30**	**336**	**2105**	**7648**	74	10	13	24	13	21	28	14
Percent of Total			**30%**			**34%**	**4%**	**0%**	**0%**	**4%**	**28%**	103	100%	14%	18%	32%	18%	28%	38%	19%
# of Schools (74 Total)			**62**			**9**	**22**	**4**	**3**	**8**	**53**									

60

59

Attachment 2
Middle School Calendar and Staffing for ALP 1999-2000

School	Calendar											Staffing							
Middle Schools	# Sat	Hrs Per Sat	Total Sat Hours	# Inter-session Day	Hours per Inter-session Day	Total Inter-session Hours	Total Work-day Hours	Total Early Release Hours	Before School Hours	After School Hours	Total Hours	Teacher-At School	Teacher-Other Schools	Retired Teacher	Teacher Assistant	Non-Certified Staff	Other Professionals	Volunteers	Other
Apex	20	3	60								60	X	X					X	
Carnage	20	3	60							96	156	X	X			X			
Carroll	20	3	60								60	X	X				X	X	
Daniels	15	3	45							20	65	X						X	
Davis Drive	1	3	3				3			40	46	X							
Dillard Drive	20	3	60								60	X				X			
Durant Road (YR)	1	4	4	36	7	252					256	X						X	
East Cary	15	3	45								45	X					X		
East Garner	10	3	30							92	122	X			X				
East Millbrook	13	3	39							29	68	X							
East Wake	21	3	63								63	X	X	X					
Fuquay-Varina	16	3	48								48	X			X		X	X	
Leesville Road	17	3	51							12	63	X		X	X		X		
Ligon	19	3	57								57	X				X			
Longview	8	4	32							50	82	X			X				
Lufkin Road (YR)	1	4	4	32	7	224				4	232	X							
Martin	13	3.5	46							8	54	X	X					X	
Mt. Vernon Redirection*				20	3	60					60	X							
North Garner	19	3	57							24	81	X			X	X		X	
Wake Forest-Rolesville	13	3	39							27	66	X	X						
West Cary	20	3.5	70								70	X							
West Lake (YR)			0	32	7	224				24	248	X						X	
West Millbrook	14	3	42							8	50	X	X						
Zebulon	15	3	45					3		20	68	X					X		
Totals	311		960	120		760	3	3	0	454	2180	24	7	2	5	4	5	8	
Percent of Total			44%			35%	0%	0%		21%	91	100%	29%	8%	21%	17%	21%	33%	
# Schools (24 Total)			22			4*	1	1	0	14									

*Mt. Vernon Redirection used a summer school program. It is not a year-round school.

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Attachment 3 Elementary Schools: General Description of ALP and Other Instructional Assistance (13 pages)	
Grades 3-5	**Grades K-2**
Adams No description provided.	
Apex We assessed using literacy and math profiles. We started with computation skills and set up assessment stations. We began each week day session with a snack and short team building. We used flexible grouping and information from ALP workshops.	We offered remedial electives as well as parent tutors in the classroom. Circles of Learning elective, 5th graders tutored K-2 students throughout year.
Aversboro Our program was set up to encourage active learning with more manipulatives and high interest materials. The students were divided into groups for grades 3-5. There were two teachers at each level. One taught language arts, and one taught math.	We had Title I (reading help) for grades 1-2. We differentiated in classroom centers and groups.
Baileywick All teachers worked with small groups for reading and math instruction. The children worked in groups on their grade level except for specifically identified individuals whose needs were best met at a lower grade level. Reading and math were taught at each scheduled session. The ALP teachers based their instruction on targeted objectives provided by each student's classroom teacher. There were two teachers at each level. One taught language arts, and one taught math.	Parent volunteers provided valuable one-on-one tutoring/mentoring service to K-2 students identified by the classroom teacher. The LART served three 1st grade, three 2nd grade, and one kindergarten group in a pull-out program. These children were identified through observation survey after classroom teachers did a class alternate ranking. ESL children were served four days a week in a pullout program.
Baucom Reading: Skill centers, small instructional groups-reading strategies, computers-enrichment/writing. Math: Skill centers, manipulatives/problem solving, small instructional groups-concept development using manipulatives, computers-enrichment/writing.	
Brassfield We had three teachers each with 10, 11 or 12 students. The classes each served grade 3-5 students and were set up as follows: math, reading/writing, and reading/writing/math. In this way, teachers could concentrate on students whose primary needs were in only one subject area and also focus on students with needs of equal importance in reading, writing and math. The ALP teachers kept in close contact with classroom teachers, revising instructional goals as necessary. Areas emphasized were organizational skills, the careful reading of directions, proofreading, analysis of both math and reading materials, vocabulary building, reading comprehension, main ideas, context clues, computational skills as well as problem solving strategies using word problems and manipulatives in math, highlighting, and specific test-taking strategies.	We were actively screening our K-2 students and referring them to SST as needed for appropriate interventions. We had also redefined the purpose of comments on interims and report cards to better inform parents of true time ability in classroom.

Brentwood Students' needs were assessed based upon their most recent writing assessment, EOG test results, and teacher documentation. To address the "accelerated" component of the program, Brentwood adopted a "pre-teaching/ prevention" model rather than a "re-teaching/remediation model." ALP specialists coordinated their efforts with classroom teachers to ensure student success. At the end of the school day, ALP students were dismissed along with carpool riders and walkers. ALP students then enjoyed a 15-minute rest break/social time and light, PTA-sponsored refreshments before separating into their respective ALP group.	K-2 students were provided assistance through Title I, Great Leaps, and CIS volunteers.
Briarcliff In grades 3-5 there were two teachers per grade level, a language arts specialist and a math specialist. Language arts specialists were using Houghton-Mifflin's Soar to Success program for guided reading. Students rotated through guided reading groups, workstations and technology centers. Volunteers were reading coaches. Math students also rotated through small groups, workstations and technology centers. Specialists were using Math Strategies, Assessment and Linking Documents, and NC Manipulative Kits to reteach and preteach as needed. PEPs were used to determine objectives for students and will be used to document progress. Parent Education was a part of three Saturday sessions. These programs discussed reading, math and EOG tests, as well as homework, developing responsibility, building self-esteem, and transition to middle school.	When a nurse was hired, the Ready to Learn Center provided small group remedial work for pre-schoolers. Presently, Title I serves students in 1-3 and ESL serves students K-5.
Brooks Each ALP teacher had about 10 students. Each teacher taught only math or reading so the students attended the session he/she needed from two different teachers. On Saturdays we had a technology piece added to the reading and math. High school students helped at each session so that smaller groups of students were possible within each class of 10. We also had volunteers working with two students before school some days. We had five literacy-trained coaches who worked individually with ten students.	Volunteer parent and community members worked with at-risk students on an individual basis throughout the school day. Computer programs, small group instruction, decreased time requirements, Title I, and resource services were used. We also had a retired computer tech. person who wrote a computer program for our kids in math. He came in every ALP session to work with 3 or 4 students or on his program.
Bugg We had two teachers for reading and math at each grade 3-5. Students attended 11 days from 9-12 and 1-4 (double days). They rotated through centers so that everyone got one-on-one time. Computers, small groups, manipulatives, seat work, etc., were used.	K-2 students were targeted by our literacy resource person and our LART. The IRT also worked with the students and parent volunteers.
Carver The program included all Level I-II students in grades 3-5. Students from charter schools and schools outside the state who were below grade level were also included. Each student received instruction in reading, math, writing, and technology. Students on the alternate calendar attended during times of intercession. Students on the traditional calendar attended on teacher workdays and early release days. Due to the snow, many ALP days were rescheduled to after school hours.	Students in K-2 working below grade level received help through Title I and ESL programs. Parent volunteers and PEPI students worked with small groups. EPSF groups worked with the P.E., art, and music teachers as well as other specialists.

Cary Students worked in small groups to enhance their math and language arts skills. Technology was also incorporated in the math and language arts instruction. Students used manipulatives and other hands on learning experiences to achieve PEP goals. Students developed skills to apply in real life.	Title I. We hired a kindergarten teacher to work with literacy skills and a reading specialist to assist with grade 3. These positions were ADM positions acquired after the 20th day and were terminated at the end of the school year.
Combs Small group instruction targeted specific skills (in reading, writing, and math) in which individual students were experiencing difficulty. Educational interventions also provide general assistance and accelerated instruction in reading, math, and writing. One-on-one instruction was provided as needed. The Soar to Success reading program offered structured lessons on decoding skills and comprehension strategies using authentic literature. Thinking and writing skills were applied through the use of reciprocal teaching methods, reading logs, and graphic organizers. Math concepts and skills were taught using games, manipulatives, center activities, software programs, and the NC Math Coach series.	Remediation and enrichment were provided to small groups and individuals in grades K-2. Special area teachers, administrators, the IRT, AG teacher, and Lead Literacy Teacher offered this support as needed.
Conn In partnership with the students' homeroom teachers, the ALP teachers developed a PEP for each student. Each PEP had to be aligned to the NC Standard Course of Study in an effort to provide the student with the needed tools to achieve grade level proficiency. The program made use of new instructional strategies and methodologies used to help students that had not been previously successful in the traditional learning environment. The pacing of instructional content was adjusted to the student's individual progress. Technology was used as a tool to introduce, reinforce, and/or assess concepts and skills. Parents received an update of the child's progress for each ALP session, and conferences were conducted throughout the year.	
Creech Road Our ALP program used EOG test scores, school assessment and teacher feedback to determine specific skills the students needed help with. Students were grouped according to needs, and a center approach was used during instructional time.	At this time, our school used Title I assistance at the K-2 level, and ALP focused on students in grades 3-5.
Davis Drive The program consisted of Saturday morning sessions and after school tutoring sessions. Saturday sessions focussed on small group work using manipulatives, technology and other resources. Group sizes were adjusted as needed, based on progress and activities. Weekly sessions were held after school for students to get assistance on homework and other activities.	

Dillard Drive Students were divided into their critical need areas according to the 98-99 EOG scores and teacher input. PEPs were developed for each child with both classroom teacher and specialists input. Each child was served at his/her individual area of need. Students worked in small groups or individually with teachers to accomplish monthly goals that were determined in the PEP.	Students received assistance through tutors, Title I, ESL, CCR and flexible skills grouping within the classroom.
Douglas The ALP team consisted of 3 teachers on staff and one certified teacher. Some of the staff members were team-teaching while others conducted self-contained reading, writing, or math sessions. We brainstormed on a regular basis to plan strategies that would provide the best teaching methods for our students to be successful.	The K-2 classes received assistance through the use of our new CCC lab. Title I also served our students in grades 1-2 in small resource groups. The teachers in grades 1-2 taught reading in small groups on the children's instructional level.
Durant Road Students attended 10 sessions during track-out. Instruction was individualized according to PEP. Classroom/specialist teachers provided information for the student's PEP.	Four remediation teachers served K-2 in daily half-hour sessions. Remediation teachers helped in classroom or work with children in small groups outside the classroom.
Farmington Woods Approximately 100 students took part in the ALP program. Instruction was held in small groups with approximately 6 students in each. Sessions were held on Saturdays and after school. Twelve groups had already been established. Saturday tutoring was half day (3 hours), while after school tutoring took place 1 ¼ hours twice a week.	Title I, Reading USA, at-school tutoring, and after school tutoring through the community learning center were all utilized.
Fox Road Students met with a teacher (in many cases their own classroom teacher) to work on general reading or math skills. We used guided reading as our primary reading attack and used a variety of problem solving math skills. We also encouraged the children to use the accelerated reader in the classroom or media center to enhance their reading comprehension.	We chose to focus our general philosophy on early intervention, and our Chapter I teachers served grades 1-3.
Fuller ALP was designed to enhance each child's education and help to achieve academic success. The program was designed with a strong community spirit, parent participation, and follow-up. Sessions were held after school and on Saturdays.	
Fuquay Varina EOG scores were used as the qualifying factor for participation in the ALP, "Rising Rockets" program. Students were grouped according to their developmental scale score and individual needs. The regular classroom teacher communicated with the ALP teacher through PEPs and personally, so each child's needs could be met. The ALP teacher also shared with the classroom teacher through documentation and assessment any progress that had been achieved. We strived for open communication to provide a beneficial program for each student. Our literacy program was using "Soars to Success" and "Blast Off" as a base, while math was using "Blast Off" and other materials.	Our staff worked with small groups of children during reading block time and Title I to provide assistance for targeted children at these grade levels. Use of question stems and maintaining dialogue between grade levels also helped to further prepare these students to reach grade level goals.

Green The 72 identified ALP students were invited to attend small group sessions during their track-out breaks. Students who needed additional instruction in reading and math came for three-hour sessions for five days each track-out. One teacher, with assistance from the reading specialist, taught all of the ALP students. For our larger groups (Tracks 1 and 4) a "certified substitute" served as an assistant.	The 1st and 2nd graders needing extra instructional time received assistance each week from the reading resource teacher. Whole group lessons were also taught by the reading resource teacher depending on classroom needs. All students received one-on-one and small group instruction from classroom teachers, TAs, and parent volunteers.
Hilburn Drive Students were ability-grouped for reading and math according to their EOG scores, grade level assessments, and classroom performance. These were flexible groups and subject to change. Within these groupings students worked individually, in pairs/partners, or in small groups. Leveled books were used to establish a base for reading instruction. Math instruction focus was based on the needs of individuals/ groups by strands with emphasis on problem solving. A test taking skills component was included for both reading and math. Our instruction was devoted to reading one day and math on the next meeting day. Some students attended only one session based on qualifying areas. Students were also receiving tutoring during school in addition to the regular classroom instruction.	Teachers used flexible skills groups within their classrooms, team on grade level for reading and/or math, and provided cross-grade level instruction as needed. Tutors provided additional focused instruction for students identified as a risk according to system guidelines. These tutors were certified teachers not allotted by the system as reading teachers. Parent, business, and peer tutors were also incorporated in our program.
Hodge Road Children were organized based on grade level and area of need. Teachers provided group instruction and one-on-one assistance. Technology was utilized in both math and reading. The teachers worked with the classroom teachers on what the children were struggling with in the classroom. ALP teachers asked before every session what things could be worked on. Several teachers in grades 3-4 were team teaching.	Title I reading was provided at three levels.
Holly Springs All ALP students belonged to the "Cheetah Chargers Club" to promote motivation and confidence. The students were grouped into classes according to their area and level of needs. Some teachers co-taught with a class of 20 to provide more instructional support. The staff planned according to the PEPs and curriculum maps provided by each grade level in order to complement the current curriculum taught in the regular classroom. Students were actively involved in hands on, shared, guided, and higher level comprehension and problem-solving activities. We organized our volunteer program through Wake Ed, several community organizations, and area high schools.	
Hunter Approximately 66 students took part in the ALP program over the course of this school year. Instruction was given in small groups of up to 10 students. Sessions were held on Saturdays and after school. Saturday tutoring was half day, while after school tutoring took place for one hour, one day per week. We also offered a 3-5 elective in Reading and Math for many of these students.	Our parent tutoring program and in-class interventions served students identified as low achieving students at K-2. These students were tutored before, during, and after school. Many of them were also involved in the CIS program. First graders were also served by our LART.

Jeffreys Grove We concentrated on small group instruction targeting specific areas of need as identified on the EOG pretest, EOG, records and teacher observation. We had classes broken up into need-based groups across grade level to specifically target skills needed. The ALP teachers prepared their own PEPs. We used volunteers from the community when available.	We supported K-2 instruction by sharing information from research and testing that could help them plan instruction. We are also shared information from our training sessions.
Jones Dairy We planned to offer small group and individual instruction one day per week for 17 weeks for students by track. All tracks would receive 17 concurrent sessions and one track 18 concurrent sessions. Doing the program in this manner would attend to 3 tracks on three days each week. We would take the fourth day each week to provide an extra service to students at Level I in all of the tracks that are in school. The fifth day each week would be utilized by ALP teaching staff for planning, evaluating, etc.	SRA was used to provide a direct instruction approach. Parent tutors were used to provide additional one-to-one help. In our Y.A.L.E. program, the teacher and assistant were working with many at-risk students at grades K-5. We provided motivational tools for students. We had IRTs to work closely with teachers in order to provide instructional materials and approaches that would enable students to work independently and be successful. We added an additional CCR resource teacher in order to reduce the number of students served and thereby make groups smaller. We provided for CCR teachers to receive additional training in reading and language arts, so as to better coordinate classroom and CCR classroom efforts. Provided peer tutors by pairing upper grade classes with lower grade classes.
Joyner It was our desire to provide a warm, comfortable climate for our small groups. We studied the Personal Education Plan (PEP) and formulate lesson plans designed to instruct the child in areas of need. Teachers differentiated their instruction so that each child received the instruction they needed in a way compatible with their individual learning style. Curriculum compacting was part of our plan. Students were given pretests and/or reading assessments, and areas of need were addressed during our ALP sessions. Teachers used a variety of teaching strategies including one-on-one help for students who demonstrated the greatest needs; tutoring in small groups focusing on one skill area; teaching individuals or small groups in general subject areas. Students were given an opportunity to learn using centers, traditional classroom lectures, hands on activities, integrating technology in subject areas, and creative, fun approaches to teach the NC Curriculum for grades 3 –5.	We did not provide any assistance through the ALP program for low achieving students in grades K-2.
Kingswood After-school programs focussed on reading or math. Only four of the 24 students in ALP needed tutoring in both math and reading. Basic skills were reviewed, with the use of software and other resource materials. In addition to after school, every student scoring below Level III in grades 3-5 received tutoring once per week in our Learning Lab. Fourth graders who needed additional help in writing were tutored once per week during school.	Retained students received in-school tutoring once per week from a .01 teacher on staff. We welcomed parent volunteers and utilized technology to work with all students.

Knightdale 107 students were enrolled in ALP for math and/or reading with a concentration on writing. Class sizes were 4-10 students. Instruction was designed around the PEP. All classes occurred on Saturdays from 8:00 – 12:00 with one extra hour on May 20.	
Lacy The ALP program offered support for eligible students in reading, writing, and math. We used the NC Standard Course of Study in language arts and math as the basis for our curriculum. The teachers also used various instructional practices to address the learning styles of each student. The teachers communicated with the classroom teachers to determine the needs of the students. Teachers communicated with parents as well.	The following programs were in place. 1. STEP – tutorial program for teacher- identified students. Tutors are volunteers from the community. 2. Title I 3. Chavis Learning Center and Crosby Center, both after-school programs 4. Parental support and active parent volunteers
Lead Mine Intervention in math was grouped by grade level with appropriate differentiation. Reading was grouped by reading level with appropriate differentiation. Writing and technology was integrated throughout. Both reading and math provided multiple hands-on learning opportunities with the ultimate goal of using the strategies provided for the ALP, including QRI II with students becoming independent abstract problem solvers.	Staff members were assigned to provide one-on-one academic, social, and emotional support in our Buddy Mentor program. Volunteer tutors were community members working with small groups on reading and math. LART staff worked with identified at-risk students.
Leesville Our program ran on Saturdays from 9:00-12:00. We had the students split up into their grade level. Then we split the grade level into teams. Each team had 7-10 students. Each teacher had a specific subject to teach (reading, writing, math). The students rotated through each subject. We also had four assistants who worked with 1:1 or 1:2 ratios for added help.	We had flexible grouping for first grade reading. We also had tutors from Leesville High, as well as community tutors who were at Leesville on a regular basis. Leesville also had many specialists, assistants, and administrators tutoring in small groups or 1:1 ratio in all grades.
Lincoln Heights The ALP team worked closely with classroom teachers to assess students and develop the PEP. Instruction was planned to support the classroom teachers' efforts. In all three grades served (3-5) the ALP teachers taught in a "team" format. The students participated in center work, project based learning, and, through the use of other teachers in the school, students received help with an even smaller student/teacher ratio.	ALP teachers demonstrated best practices and shared results with all teachers at LHMES.
Lockhart Our program involved direct instruction in small group tutoring with a focus on individual student needs. Teachers used a variety of strategies including guided reading and writing lessons, practice in Blast Off and Coach series, and all materials available to them for on-going support and assessment of our targeted students.	We would welcome the opportunity and financial support to include grades K-2 in the ALP. These grades continued to work with and support the literacy program.

Lynn Road Students needing assistance in both math and reading were tutored on Saturdays from 8:30 to 11:30 every other week beginning January 8. Students needing assistance in math or reading were tutored on Tuesday and Thursday afternoons from 3:45 to 4:45 every week beginning March 16. We hoped to limit the groups to five or six students.	We had several programs in place to help struggling students in grades K-2. We had volunteer tutors who worked individually with students (our Partners Program). We had an after-school tutoring program at Macedonia Church on Thursdays. We provided level instruction in math and language arts. We had individual tutors from fourth and fifth grades. Our LART provided assistance with reading.
Millbrook The homeroom teacher, Title I teacher, ALP teachers, and special service teachers participated in the development of the student's PEP. Parent conferences were used to involve the parents in the intervention strategies. Wake County's Teaching/Learning Model was used to help provide continuity in instruction from the ALP teachers to the student's regular classroom. A variety of materials, including the Blast-Off series and manipulatives, were incorporated into daily lessons.	K-2 teachers assessed and identified below grade level students and worked on intervention strategies. There were four ALP teachers from grades 4-5, two from K-2, and one from special education. This multi-level representation helped to provide information to all grade levels.
Morrisville The classroom teachers completed goals for each student that was referred. Teachers, students and parents reviewed the goals. Students were given journals at the beginning of each session that contained their goal sheets and activities. Each student's activities were planned according to the combined goals. In language arts, we used thinking maps (Graphic organizers) to gather and organize information for both reading and writing activities. Activities used the same instructional techniques as used in their classrooms. Math activities were goal oriented, but also included areas that needed constant reinforcement such as measurements, money, time, elapsed time, etc. We used games, manipulatives, activities, etc., to encourage and build thinking and problem solving skills.	We used a 50% ADM position that the teacher worked with students needing individual attention in reading in grade 2. This teacher worked with grades 3-5 students needing individual reading instruction (LART). We used an ADM position that the teacher worked totally with grade 1 students.
Mt. Vernon Mt. Vernon established its ALP to take place during the summer. The program will serve students who do not pass the EOGs for the current school year. The students will be in school for 21 days. Each day the students will attend four classes. Two of these classes will be math and two will be reading comprehension. Each class lasts 45 minutes, giving the students three hours of instructional time each day. The program is set up to serve ten students per teacher.	
North Ridge We operated a very successful after-school volunteer tutoring program at St. Joseph's Catholic Church in our satellite area. Beginning in January, we expanded this program to include students eligible for ALP and offered an after-school program at North Ridge as well. We felt the dual sites were in the best interest of our students, since the satellite students were bused for such a long way. The programs include small group instruction in reading, writing, and math based on the identified needs and weaknesses of the eligible students. Technology was an integral part of the instruction. In addition to the after-school dates, we designated four Saturdays when all students were served at North Ridge.	The following services were provided. • Title I. • Smaller class size in grade 1. • Individual tutoring (PTA volunteer tutors and retired teachers). • High-risk students were identified and observed in class by a counselor and IRT in addition to administration with follow-up conferences with classroom teachers. • Grades 1 and 2 students were served in our CCC "Success Maker" Lab. • We used "Blast Off" to assist grade 2 students with test taking skills.

Northwoods We were able to break it down by grade level. There were four teachers: two math and two language arts. The largest class was fifth graders, so we divided them into two groups. While fifth graders were getting math, the third and fourth graders received reading and writing.	Because our school already had a volunteer tutoring program and Cary Academy also provided Saturday tutoring for our school, we did not serve K-2.
Oak Grove Our LAMS program encompassed ALP. The teachers specifically worked with fifth graders who scored less than 2.5 on their 4th grade writing test, and other 4th and 5th graders who scored at Level I-II on the EOG test. Once the 3rd graders were identified as Level I-II as a result of the 3rd grade pretest, these students became eligible for service by these teachers. Those students identified as priority were served during the regular school year and during track-out times.	As mentioned, there were plans to serve lower grades after the priorities are met. They will be served according to their needs in math, reading, and writing on a teacher referral basis (one-on-one or small group instruction, assessments, feedback to teachers, etc.).
Olds Our program was divided into language arts and math. We had two teachers focused on language arts and one teacher focused on math. Two of these teachers worked with students after school on Wednesday and Thursday. The other reading teacher saw his students before school. All three teachers did workdays and Saturdays. All three used different approaches.	We used NCSU students to work in the classroom as volunteers to provide extra help. We had one volunteer per class K-2 per week (approximately 1 hour per week). We also had NCSU students tutoring some of our K-2 students after school.
Olive Chapel Literacy teachers worked with small groups in a center-based format. Students focussed on skills recommended by their teachers including decoding strategies, inference, main idea, and organized writing. Math instruction focused on problem solving skills and teaching multiple strategies. Basic math facts and concepts were also taught and reviewed through the use of manipulatives.	We didn't target these grades due to a lack of volunteers. We tried to use parents and other community volunteers to work with students working below grade level, but most of this was organized by the teachers or on a case-by-case situation. We initiated a tutoring program utilizing TAs for two to three 30-minute periods a week.
Partnership The third grade students met with a senior partner one or two days a week for small group instruction. Parent volunteers were used in the regular classroom. We had a half-time special education teacher and a half-time regular teacher who worked with K-3 students at Level I-II. We also hired an ALP teacher (50%).	Same as mentioned. The ALP teacher worked with second and third grade students only.
Penny Road Provided small group instruction. Grades 3-4 worked with one teacher, and we had several volunteers/coaches. Grade 5 students had one math specialist and one literacy specialist. All students kept journals for math, reading, and writing.	Assistance included tutoring with/by parent volunteers, individual instruction by the classroom teacher, remedial reinforcement by the teacher assistant, small groups.
Pleasant Union During the week, the ALP lead teacher and another ALP teacher met with groups before school for reading and math (Mon.-Thurs., 7:45-8:45). On teacher workdays (9), three ALP teachers met for morning session (8:30-11:30), and two ALP teachers met for afternoon session (12:30-3:30). On family learning nights (7), there were two ALP teachers (3-5). There were 15 reading coaches and 3 math tutors from November until May. IRT and LART teachers provided support during the day in math and reading.	During the school day, LART worked with second grade students four times a week (45-minute sessions) and with some first grade students individually. After school, ALP/LART conducted in-service. During school, ALP/LART modeled literacy lessons.

Poe Provided three hours of instruction with a ratio of 1:6 to 1:8. Developed individualized plans for students. Provided individual and small group instruction in the areas of reading, math, and writing, as well as organizational skills.	Assistance included tutor mentoring, Title I, CCR, Terrific Tuesdays (tutor program) and counseling sessions, both individual and group.
Powell The ALP teacher program description included tutoring and flexible small groups in math and language arts. Other help to ALP students included student support team, Special Education, Title I, parent volunteers for reading, and electives that focus on specific student needs in math and language arts.	
Rand Road Each of the 14 ALP classes had between 10 and 11 students. Teachers used guided reading and various strategies from Revisit, Reflect, and Retell. During the school day, students were in small-leveled groups for SRA instruction 45 minutes per day.	K-2 students were in small-leveled groups for SRA instruction 45 minutes per day. Second grade class sizes were reduced to fewer than 18 students per class.
Reedy Creek Provided small group instruction to those students who qualified for ALP. Students who qualified for remediation in reading or math attended the afternoon sessions only. Those students who qualified for both reading and math attended all sessions, afternoons and Saturdays. To meet the needs of all our ALP students, we used many different strategies, one of which was the "Blast-Off" Program.	For grades K-2, we had smaller class sizes and two full-time reading specialists who worked very closely with our at-risk children. Also, we were fortunate to have a county LART 40% at our school.
Rolesville ALP encompassed a variety of methods and strategies to meet the various needs of our Level I and II students. Various booklets and computer software were utilized in math and reading.	
Root ALP met before school, Saturdays, and workdays in small groups averaging 10-13 students. Reading activities consisted of supplementary reading and writing instruction where students engaged in a variety of activities based on how words work, familiar reading, and analyzing information. Supplementary math instruction consisted of a problem-solving context. These materials were presented to the students through small groups or individualized instruction centers, utilizing software, moving from concrete to abstract with each concept addressed.	Counselor: Classroom guidance on school success; small groups for targeted high-risk students (attendance, ADHD, parent education programs, PTA newsletter, and parenting tips). Also Title I, literacy assessment, volunteer reader, and parent workshops.
Smith Students were targeted for specific skills. Classrooms were set for station rotation, small group, independent, and one-on-one assistance. Parent volunteers were also used for coaching assistance.	We had the school-wide SRA program, IRT, Title I, ESL, and parent volunteers. We also did cross grade if it fits the needs of the child.

Stough ALP provided assistance to grades 3-5 students who scored Level I-II on the EOG test/pretest. This program was offered outside regular school hours in order to give our students extra opportunities to master the grade level concepts in reading and math. A Personal Education Plan was developed for each student who participated in the program to provide small group/individual instruction to meet our students' academic needs.	• Stough Achievers – After-school program at school that provided assistance with homework. • Meredith Teaching Fellows – Tutorial program (one on one). • Parent volunteers in the classrooms – reading aloud, working with individuals/small groups. • Peer tutoring within the classroom. • Reading buddies with upper grade students. • ESL program at school. • ALP Saturday and after school.
Swift Creek We served children in grades 3-5 with a 10:1 student to teacher ratio. Students worked in a small group setting on skills that are needed in the classroom but not yet learned. We focussed on overall strategies/skills necessary for successful completion of the 3-5 curriculum. Used hands-on and manipulative-based instruction.	• SRA program • IRT • Parent volunteers • Reading hour • Peer tutoring
Timber Drive Classroom teacher developed PEP based on pre-tests and classroom performance and assessments. ALP staff developed lessons/activities to address identified needs of students and to target objectives. ALP was hosted for 4 full days each quarter except the first quarter. The counselor made contact with parent and student. Progress reports were given to classroom teachers.	Volunteers worked with K-2 students. Direct instruction and use of multiple approaches was planned for K-2 students. Staff development focused on strategies for K-2 at-risk students.
Underwood Our program approach was to target the low Level I-II students in math and reading first semester. Our aim was to advance the higher level students that scored II's in the second semester before the end of grade test. We serviced both groups starting in January.	
Vance All sessions for ALP were held on Saturdays from 8:00-11:00. Eight teachers worked with 3rd, 4th, and 5th grade students. Each student received instruction in both areas of reading and math. The students attended two sessions each 1 hour and 20 minutes. In between the two sessions, the students went to the cafeteria for a break, and individual students were recognized with certificates for outstanding work in various areas. This was a powerful motivator and a great self-esteem boost for the students. The teachers were departmentalized with reading and math so the students switched classes after their break time. Midyear reviews were completed by the regular classroom teacher to assess the students' performance in the classroom.	Our K-2 students were not served by ALP with the exception of one student who had come from Romania the previous year and was placed 2 years below his age appropriate grade. The remaining students were served through the Title I program and classroom remediation plans targeted to meet specific needs.
Vandora Springs In grades 3-5, a team of teachers provided instruction in a classroom setting of 1:10 students. Each student had a PEP and a portfolio. Within the portfolio was a record/log of the student's work/progress. We did not have community volunteers, but we would have welcomed them.	We assessed their growth using Literacy Assessments at the beginning of the year and at mid-year (charting their growth in the office).

Wake Forest No description provided.	
Wakefield The five ALP instructors taught grades K, 2, 3, 4, and 6. The initial meeting was informational and involved separate sessions for students and parents. All students were assessed in reading (with the K-3 literacy kit) and in language. After the first meeting, the teachers generated class lists and decided who will instruct what course based on our assessments. Students were instructed on their level. They had access to the computer lab. Towards the May test date, students were grouped according to their grade level so that test-taking strategies would be more accurate/effective.	Grades K-2 utilized Title 1 and ESL services. All classroom teachers used our new leveled library for reading instruction so that each child was instructed on their level. Teachers used a variety of math manipulatives to instruct math. We worked very hard to integrate technology into our classrooms, and spent a lot of time teaching writing skills as well. We did not have any type of tutoring program for K-2 students.
Washington Each student received instruction in reading and math. The day was split on Saturdays and two teachers taught as a team. Classroom teachers informed the ALP staff of student needs. On Saturdays, teachers worked with students on basic curriculum needs. Beginning in February, mornings were used for EOG practice test and preparation.	Washington Weekly Readers Program for second grade at-risk students. Targeted remedial electives. Boys and Girls Club tutoring sessions for students from Walnut Terrace.
Weatherstone No description provided.	
Wendell ALP included the following components: increased time on task, highly trained teachers in both literacy and mathematics, small classes, instructional plans based on individual students' needs, and systematic, on-going assessment. Parents played an important role by supporting the learning process at home, communicating with teachers, and attending parent-teacher conferences. Community members also assisted by serving as coaches who provided motivational support to students. ALP was offered to every student in grades 3-5 who scored Level I-II in reading and/or math. A PEP was written for each student participating in the program. ALP teachers used a variety of instructional practices to accommodate individual learning styles. The ALP teachers collaborated and coordinated with each student's homeroom teacher to integrate what the student was learning and doing in class. The ALP teachers and homeroom teacher met regularly to share data, initiatives and evidence of progress. In May, the ALP teachers met with the homeroom teacher to determine if objectives had been accomplished.	All grade levels pre-registered students for magnet elective classes that will build skills that are needed. Kindergarten: Students participated in a reading program with Title I teachers that involved parents in teaching students to read. Teachers sent "books in bags" home with children to encourage literacy at home. All kindergarten parents had signed a minimum criteria checklist that students must know before going to first grade. First Grade: Materials were shared with K and 2nd grade. Peer tutoring. Extra remediation. Teachers chart and follow all at-risk first graders. The SRA reading program was purchased for 1st grade and all at-risk students have been placed in a SRA magnet elective class. Second Grade: An extra full time teacher was hired to work specifically with the 2nd grade students who were identified as being below grade level (Level III) in reading and math.
West Lake ALP provided targeted instruction based on common needs taken from test data and from classroom teacher observations. The students were divided into small groups according to their needs in reading, writing and math. Individualized instruction was provided when needed.	Our C-BALC program served K-2 students in all areas of instruction. Reading instruction was provided to K-1 students by our Early Literacy Specialist.

Wilburn Instruction took place outside the regular school day and included after-school and student vacation time. Identified students were eligible for approximately 20 extra days of instruction. Wilburn took advantage of their multi-track year-round calendar to implement a schedule of teacher workdays and student vacation days. In addition, students received after-school tutoring on Tuesdays and Thursdays throughout the year to improve and maintain their skills.	We provided tutors/mentors to work one-on-one with some students, and through Communities in Schools and NCSU we hired work-study students to work on literacy skills. We also recruited people to work with small groups of students.
Wildwood Forest Our ALP program was designed to give specific assistance to students based on their areas of need. We actively collaborated with classroom teachers to provide the necessary academic supplement that these students needed.	As a team, we provided strategies and support to the classroom teachers.
Wiley Grade 3 used a self-contained approach with one teacher performing all instruction. However, in grades 4-5, the students had a teacher responsible for math and a teacher responsible for language arts with computer time included in both areas.	We did not include any K-2 children in ALP this year.
Willow Springs Students in grades 3-5 that scored Level I-II on the EOG were instructed in reading and/or math for 1-½ hours in each subject. Writing was be integrated in each subject area. Students had access to the computer lab during their session. Students with one area of need attended the computer lab with targeted objectives and participated in study skills sessions. Classroom teachers filled out the PEPs to target specific objectives. The ALP specialists individualized instructions for each student according to their PEP. ALP specialists followed Wake County's Teaching and Learning Model (Assessment – Evaluation – Planning – Teaching).	We decided not to include K-2 in ALP this year.
York Our program focused on increasing conceptual knowledge for students performing at Level I-II. Classroom teachers isolated specific skills/objectives that needed to be addressed for each individual student enrolled in the program. The ALP teacher developed an effective instructional plan that targeted concepts based on a constructivist philosophy. This approach began with a concrete representation of the concept. This was followed by a semi-concrete and abstract application of the concept. Throughout this process, conceptual knowledge was built, and misconceptions were altered. Sample EOG multiple-choice questions were practiced as well.	Below grade level readers in grades K-2 were identified. Teacher assistants, parent volunteers, and other professionals worked one on one with these students. The integration of the Great Leaps program (special programs) was established and used by all TAs in all grades K-2 to improve literacy.
Zebulon Our ALP included: increased time on task, instruction by highly trained classroom teachers, small group instruction, and instructional plans based on individual needs. We focused on the instruction - assessment - instruction model with emphasis on strategies presented at the ALP training. Parents played a supportive role by encouraging the learning process at home and communicating regularly with the teachers.	All students in need of math or reading assistance participated in special designed electives during the second semester. Grades 3-5 did this during the first semester also. Each classroom teacher provided on-going small group assistance focusing on specific skills throughout the year.

Attachment 4
Middle Schools: General Description of ALP and Other Instructional Assistance

Apex
Saturday Academy was our version of ALP, meeting 8:00 – 11:00 on 20 Saturdays during the school year. There were 13 teachers and a host of volunteers working to ensure student success. Each Saturday morning began with grade level "town" meetings. Roll was taken, announcements made, and students were given direction for the day. Students then broke into groups for the first session of the day. The day was divided into sessions, each lasting about 80 minutes. After the first session, students returned to grade level rooms for a 10-minute break and 20 minutes of silent sustained reading.

Carnage
Special emphasis was placed on math and reading using Destination Math and Soar to Success. Students were targeted to attend on Saturdays, afternoons and through special electives.

Carroll
Using the Standard Course of Study for grades 6, 7 and 8, individual learning objectives were targeted for each student on a PEP. Each student's PEP identified the specific strategies used to teach the object, and the date the student mastered the objective or partially mastered it. PEPs were monitored by the Literacy and Math Specialist and were continually updated by the classroom teacher.

Daniels
We gave the students 1-½ hours with math and 1-½ hours with reading and writing on Saturdays and workdays. The afternoon session was either math or reading on a rotating basis. Students used math software and TI-73 calculator programs for reinforcement of math skills.

Davis Drive
Class rolls were established through counselors. Asset Inventory, math and reading software were used to assess strengths and weaknesses. A PEP was created for students. Classes were one Saturday and one workday, plus Tuesday and Thursday afternoons. We kept track of growth and documented progress such as increased attendance and/or lower number of referrals for misbehavior. Reported to School Improvement Team to make sure we were supporting school objectives. ALP team met once a month to stay informed and on track.

Dillard Drive
ALP operated on Saturdays from 9:00 – 12:00. The day was divided into two blocks of time. Some students took reading first session and then switched to a math session after a break. The students who required only math or reading stayed with one teacher the entire day, focusing on that subject area. The students were taught in a variety of ways. We incorporated software, manipulatives, stations, test banks, and workbooks into the program to meet the needs of all students. All of our teachers were on staff at Dillard and their expertise ranged in subject matter. All of our low performing students were not only encouraged to attend ALP but were also put into a tutorial class in place of an elective. We offered both math and reading electives throughout the regular day. Our school offered a reading tutorial program that was centered around Scholastic's Read 180 program. Next year we hope to offer a math program similar to this.

Durant Road
All Level I-II students were provided a minimum of 60 hours of extended learning time during their track out and after-school time. In addition, these students were enrolled in a remediation section of Extended Team Time that met daily. Based on team needs, a special program teacher may have been involved as an in-class resource teacher. ALP teachers provided direct services to students during track out and after school, assisted core teachers, assisted small groups during ETT, and established/monitored appropriate communication with parents. Parents were a key component in making true gains in student performance. Parents were encouraged to attend an ALP Parent Seminar.

East Cary
ALP met on fifteen Saturdays. During each session, students received 1.5 hours of math and 1.5 hours of language instruction, including Josten's math and language computer learning curriculum. Students were grouped by grade level.

East Garner
ALP met on Saturdays as well as Tuesday and Thursday after school to provide a total of 33 ALP days. Thirteen teachers participated, with a staff/student ratio of 1/10 ½, not counting volunteers. There was one hour of reading and one hour of math in the 6th and 7th grade. The 8th graders rotated classes of reading and math between three teachers every 40 minutes.

East Millbrook
ALP met Tuesdays and Thursdays, once or twice monthly from 3:00 – 4:30, as well as two Saturdays every month from 8:00 – 11:00. Each student had an A-day and B-day teacher. One teacher taught reading and the other taught math. On Saturdays, ALP students spent the first 1-½ hours with their A-day teacher and the last 1-½ hours with their B-day teacher. The students were learning from the Sharpen Up and Buckle Down books. These books have three levels depending on the grade and function level of the student. We hoped to enhance our students' learning and enable them to increase their testing ability.

East Wake
We had 17 teachers on our ALP staff. Each teacher had 10-13 students in their ALP classroom. Every Saturday attended, the students had a progress report filled out by their ALP teacher. This progress report addressed the individual strengths and weaknesses that were focused on during that session. We used "The Competitive Edge" books as a resource. Every student was scheduled into a 1-½ hour block of math and a 1-½ hour block of reading.

Fuquay-Varina
The After School Program focused on language arts, math, and homework skills to address the needs of improving low achievers. Class sizes were small, students were able to ask questions freely, and receive one-on-one instructional time. On a regular basis, students were exposed to thinking games, basketball, computers, crafts, and mini workshops on study skills, character building lessons, nutrition, and career possibilities. The After School Program addressed the whole person with variety and fun. Students could sign up to attend 2-4 days each week from 2:25 – 4:30. The Saturday School Program was also targeted at Level I-II students. Math and language arts were the primary focus. Another problem with many students was lack of completing class assignments. We requested delinquent work and rendered aid in completing assignments and projects. Technology was also used to reinforce the math and language skills.

Leesville
Each student was assigned to either a language arts or math class during the program; however, if a student needed changes, there was flexibility for a change in schedule. Each student was encouraged to attend all sessions. Teachers gave pre- and post-tests to measure students' needs and develop an individual work plan for each student. Teachers gave progress reports to students after each session to make sure parents were informed how the student was progressing. Beginning sessions were conducted on Saturdays from 9:00-12:00 with afternoon sessions on Tuesdays and Thursdays from 3:00 – 5:00 beginning March 28.

Ligon
ALP kicked off with a comprehensive parent orientation session. The major goal was to emphasize the need for parents to become and remain active participants in their child's/children's total education program. Students were assessed to determine their strengths, weaknesses, and interests, and individual PEPs were developed. The program included 19 Saturdays from 8:30 – 11:45 for a total of 22 ALP days.

Longview
ALP, in combination with HS services, met on 25 Tuesdays or Thursdays, and 8 Saturdays, for 2 hours. Reading and math were emphasized using information from teachers to determine areas of need. Students and teachers used a variety of materials and approaches to spark interest. Games, direct instruction, group work and computer applications were all utilized. NovaNet was used for individual diagnostic and prescriptive instruction for both middle school and high school students.

Lufkin Road
Students filled out an interest survey that was used as a tool to determine themes for curriculum integration and for placement with mentors when appropriate. At the beginning of the first session, placement tests were given. The results were shared with the student to facilitate goal setting and lesson prioritizing. The student then set daily as well as long-term goals, and assessed their progress at the close of each session. The results were also be used to write a PEP for each student. This program was designed to help students set goals for themselves and to provide immediate and consistent feedback during practice and application activities. ALP consisted of four components. The first was four full days when the students were on track out during the winter. The second was four full days during spring track out. The third was a Saturday activity involving family, school community and the local community that showcased the expertise of the students. The final component consisted of four 1-hour sessions after school to perfect test-taking strategies directly prior to taking the EOG test.

Martin
ALP students met on 13 Saturdays as well as 4 days after school. We began with an Open House before Sessions 1 and 2 to introduce the program to parents and students. Team teachers completed a PEP for each student. We started meeting 4 hours each Saturday but changed to 3 hours in January. ALP was divided into 3 sessions – EOG Reading Concepts, EOG Math Concepts and then the last session combined the reading, math and a technology component. We utilized many strategies including small classes, music for the brain, team teaching, "Math Blasters" computer program, and many manipulatives for math. We also took two field trips. Many of our students also worked with a teacher or parent coach. The teacher or parent volunteers connected with the student on an average of one hour a week to talk, mentor, help with homework and projects and to be a role model. The last two sessions in May were for general review prior to taking the EOG tests.

Mount Vernon
No description provided. ALP program scheduled for summer 2000.

North Garner
A kick-off session was held that included students, parents, educators, and community members. All students who placed at Level I-II on the NC reading EOG test received a diagnostic reading assessment to determine specific needs. These students were assigned to small flexible groups for direct instruction in the areas of decoding and/or comprehension. The language arts teachers scheduled regular visits to the media center to promote recreational reading and participation in the Accelerated Reading Program. Students who placed at Level I-II in math were administered group assessments. Based on needs and schedules, these students participated in small group instruction. Lesson objectives were aligned with those from the regular class. Saturday Academy was scheduled for 20 Saturdays from 8:30 – 11:30. Small groups and 1:1 tutoring services were offered after school on Tuesdays and Thursdays from 2:30 – 4:30. Pupil progress was monitored by various strategies. Mock tests were administered in reading, writing and math. Results were used to guide instructional design and delivery. A year-end celebration was held in May.

Wake Forest-Rolesville
ALP had two separate program components. Students with the lowest scores in reading on the EOG test were enrolled in the READ 180 program during their elective periods. This program combines reading instruction with technology and provides an opportunity for the students to achieve reading fluency through a combination of instructional, modeled, and independent reading components. There was also a Tuesday afternoon and Saturday morning program that provided small group instruction in reading and math. It was structured to provide the equivalent of 22 days of additional instruction for students in Level I-II.

West Cary
Students met on 20 Saturdays throughout the school year. Counselors and teachers helped to identify Level I-II students. Students needing reading and math received both subjects during each session for 1 ¾ hours each. Students needing only one subject received that subject for the entire time. All students rotated through the computer lab to use skill building software. This helped alleviate the number of students in a classroom so teachers could give more individualized instruction to those students who still needed a small environment for more one-on-one instruction. The computer lab was equipped with a teacher to help students as they worked on improving their skills through the use of technology. Quarterly reports were sent home that showed skills worked on and whether or not the student was working at standard on these skills.

West Lake
Students attended ALP during their track out. Each grade came for one week of their second and third track out. Sessions included half a day in reading and half a day in math. Students received 28 hours of remedial instruction in each area, totaling 56 hours of remediation. Competitive Edge was be used for each grade level in reading; Competency Mathematics was used for math.

West Millbrook
Students, teachers, guidance counselors and parents all played a part in the development and success of our ALP program. There were 20 days of instruction with one-third being on Saturdays and the remaining two-third being after school. An initial assessment was given to determine specific skills that needed to be addressed. The program's curriculum was designed to assist students in working on skills they missed and to support concepts they were taught in their present grade level language arts and math classes. The students who needed support in both areas split the time spent in both subjects. Students who needed assistance in one area spent time with one teacher working on reading and writing skills or mathematical skills.

Zebulon
Instruction took place outside the regular school day. ALP operated during teacher workdays, early release days, and on Saturdays. A limited amount of time after school was utilized. Teachers integrated the use of technology into the ALP program. Some of the software that students had access to included Destination Math, Reading Counts, Math Blasters, Reading Blasters, and Ultimate Word Attack. Students used Scholastic Math in the math classes and had access to a wide range of novels for the reading classes. The media center was also opened once a month for students to check out books.

Attachment 5 Instructional Assistance in 1999-2000 by School (5 pages)					
School	New or Redirected Funds		Continuing Funds		
Elementary	Accelerated Learning Program	Class Size Reduction	Title 1	ESL (Number of Students Served)	Other
Adams	$12,446.72			22	
Apex	$35,027.13				Special Education (all schools)
Aversboro	$30,348.89		$76,500 Gr 1-2		
Baileywick	$30,491.18			62	
Baucom	$32,270.96				Language Arts Resources Teachers (9 elementary)
Brassfield	$15,551.33				
Brentwood	$49,994.22	$48,881	$114,000 Gr 1-2		
Briarcliff	$27,281.07		$92,500 Gr 1-3	58	
Brooks	$42,472.31	$48,881	$98,000 Gr 1-3		School grants
Bugg	$33,052.72				
Carver	$57,360.60	$48,881	$153,000 Gr 1-3	56	Support Our Students (SOS) after school for middle schools
Cary	$43,804.83	$48,881	$149,500 Gr 1-3	80	
Combs	$25,787.35			66	
Conn	$37,214.75	$48,881	$111,500 Gr 1-3		
Creech Road	$42,929.77	$48,881	$149,500 Gr 1-5		School initiatives
Davis Drive	$13,821.11			50	
Dillard Drive	$44,668.53		$115,500 Gr K-3	67	
Douglas	$30,951.25		$96,000 Gr 1-5	63	
Durant Road	$34,518.07				
Farmington Woods	$29,101.71	$48,881	$107,000 Gr 1-3	69	
Fox Road	$54,785.06	$48,881	$121,500 Gr 1-3		
Fuller	$27,889.81				
Fuquay-Varina	$65,547.70	$48,881	$126,000 Gr 1-3		
Green	$42,301.69				(applies to all pages)
Hilburn Drive	$31,418.17				

Attachment 5 Instructional Assistance in 1999-2000 by School (5 pages)					
School	New or Redirected Funds		Continuing Funds		
Elementary	Accelerated Learning Program	Class Size Reduction	Title 1	ESL (Number of Students Served)	Other
Hodge Road	$36,093.28	$48,881	$141,500 Gr K-2	72	
Holly Springs	$36,028.66				
Hunter	$27,166.01				
Jeffreys Grove	$25,247.61			61	
Jones Dairy	$30,872.96				
Joyner	$37,209.29			23	
Kingswood	$10,420.03			24	
Knightdale	$53,568.51	$48,881	$122,500 Gr 1-3		
Lacy	$30,032.79		$115,000 Gr K-3		
Lead Mine	$41,510.60			45	
Leesville Road	$24,631.24				
Lincoln Heights	$38,661.66	$48,881	$77,500 Gr 1-2		(see first page)
Lockhart	$52,941.00	$48,881	$130,500 Gr 1-5	71	
Lynn Road	$60,610.69				
Millbrook	$40,528.15		$97,500 Gr 1-4		
Morrisville	$7,243.99				
North Ridge	$31,497.58		$95,500 Gr 1-3,5	34	
Northwoods	$22,772.31			49	
Oak Grove	$7,651.84				
Olds	$18,032.84				
Olive Chapel	$26,532.15			64	
Partnership	$15,197.33				
Penny Road	$28,627.02				
Pleasant Union	$39,345.33				
Poe	$69,151.76		$71,500 Gr 1-2		

Attachment 5 Instructional Assistance in 1999-2000 by School (5 pages)					
School	**New or Redirected Funds**		**Continuing Funds**		
Elementary	**Accelerated Learning Program**	**Class Size Reduction**	**Title 1**	**ESL (Number of Students Served)**	**Other**
Powell	$28,830.72		$83,500 Gr 1-4		
Rand Road	$62,083.81	$48,881	$145,500 Gr 1-3		
Reedy Creek	$28,670.69			111	
Rolesville	$46,612.43	$48,881	$108,000 Gr 1-2	62	
Root	$38,473.33		$64,000 Gr 1-2		
Smith	$43,440.68	$48,881	$158,000 Gr 1-4	64	
Stough	$28,396.88			57	
Swift Creek	$59,372.69	$48,881			
Timber Drive	$30,520.81				
Underwood	$31,878.35		$62,500 Gr 1-3		
Vance	$40,855.03	$48,881	$115,500 Gr 1-3	39	
Vandora Springs	$32,799.42	$48,881	$125,500 Gr K-3	78	(see first page)
Wake Forest	$61,184.55	$48,881	$159,500 Gr 1-3		
Wakefield	$50,157.86		$48,500 Gr 1-2	39	
Washington	$40,373.51		$96,000 Gr 2-5		
Weatherstone	$37,003.51			51	
Wendell	$57,880.40	$48,881	$120,000 Gr 1-3		
West Lake	$47,066.97				
Wilburn	$43,047.71		$160,000 Gr 1-3	54	
Wildwood Forest	$22,546.13				
Wiley	$23,185.26		$69,500 Gr 1	51	
Willow Springs	$34,723.28	$48,881	$99,500 Gr 1-2	90	
York	$26,911.60			62	
Zebulon	$47,348.98	$48,881	$191,000 Gr 1-3		

Attachment 5 Instructional Assistance in 1999-2000 by School					
	New or Redirected Funds		Continuing Funds		
Middle	Accelerated Learning Program	Class Size Reduction	Title 1	ESL (Number of Students Served)	Other
Apex	$82,364.59	Not available at		59	
Carnage	$90,531.21	Middle Schools			
Carroll	$75,237.00				
Daniels	$75,668.75			108	
Davis Drive	$43,649.17			40	
Dillard Drive	$30,325.04				
Durant Road	$108,086.60				
East Cary	$33,724.69				
East Garner	$76,584.92				
East Millbrook	$121,346.28				
East Wake	$87,482.73		$128,877 Gr 6-8	48	
Fuquay-Varina	$110,575.11				
Leesville Road	$49,895.73				
Ligon	$54,659.08				
Longview	$12,300.65				
Lufkin Road	$6,534.39				
Martin	$45,030.06				
Mt. Vernon Redirection	$10,108.29				
North Garner	$240,291.75		$141,015 Gr 6-8	46	
Wake Forest-Rolesville	$105,317.48				
West Cary	$59,362.11			72	
West Lake	$57,654.16				
West Millbrook	$50,811.25			69	
Zebulon	$77,660.18		$102,459 Gr 6-8		

Attachment 5 Instructional Assistance in 1999-2000 by School					
School	New or Redirected Funds		Continuing Funds		
High School	Accelerated Learning Program	Class Size Reduction	Title 1	ESL (Number of Students Served)	Other
Apex				34	
Athens Drive				88	
Broughton				44	
Cary				110	
East Wake					
Enloe					
Fuquay-Varina					
Garner				49	
Green Hope					
Leesville Road	$97.21				
Millbrook				82	
Sanderson				102	
Southeast Raleigh					
Wake Forest-Rolesville					

Attachment 6
Elementary School Students Eligible and Served in ALP

Elementary	# of Students Eligible for ALP	# Students Served	% of Eligible Students That Were Served	Elementary	# of Students Eligible for ALP	# Students Served	% of Eligible Students That Were Served
Adams (YR)	42	33	79	Lockhart	142	108	76
Apex	100	52	52	Lynn Road	96	89	93
Aversboro	93	69	74	Millbrook	85	66	78
Baileywick	66	47	71	Morrisville (YR)	34	32	94
Baucom	83	48	58	North Ridge	74	67	91
Brassfield	43	30	70	Northwoods	65	38	58
Brentwood	94	62	66	Oak Grove (YR)	58	15	26
Briarcliff	78	55	71	Olds	37	32	86
Brooks	95	71	75	Olive Chapel	76	48	63
Bugg	69	36	52	Partnership	19	11	58
Carver	123	88	72	Penny Road	81	33	41
Cary	122	82	67	Pleasant Union	60	55	92
Combs	57	41	72	Poe	44	36	82
Conn	90	69	77	Powell	76	55	72
Creech Road	123	95	77	Rand Road	155	107	69
Davis Drive	40	17	43	Reedy Creek	66	53	80
Dillard Drive	102	62	61	Rolesville	115	93	81
Douglas	55	40	73	Root	49	38	78
Durant Road (YR)	95	72	76	Smith	120	47	39
Farmington Woods	102	70	69	Stough	50	37	74
Fox Road	134	94	70	Swift Creek	125	108	86
Fuller	77	50	65	Timber Dr (YR)	81	76	94
Fuquay-Varina	188	139	74	Underwood	75	50	67
Green (YR)	80	60	75	Vance	88	73	83
Hilburn Drive	82	64	78	Vandora Springs	86	50	58
Hodge Road	122	65	53	Wake Forest	145	87	60
Holly Springs	130	86	66	Wakefield	54	38	70
Hunter	80	52	65	Washington	101	79	78
Jeffreys Grove	76	54	71	Weatherstone	100	25	25
Jones Dairy (YR)	79	66	84	Wendell	106	91	86
Joyner	83	63	76	West Lake (YR)	102	87	85
Kingswood	24	20	83	Wilburn (YR)	105	79	75
Knightdale	144	94	65	Wildwood Forest	59	33	56
Lacy	85	47	55	Wiley	47	32	68
Lead Mine	85	62	73	Willow Springs	107	79	74
Leesville Road	48	36	75	York	63	49	78
Lincoln Heights	102	58	57	Zebulon	117	85	73
Number of students served taken from the data sheets returned.				**Total**	**6,354**	**4,430**	**70%**

Attachment 7
Middle School Students Eligible and Served in ALP

Middle Schools	# of Students Eligible for ALP	# Students Served	% of Eligible Students That Were Served
Apex	163	99	61
Carnage	255	123	48
Carroll	157	121	77
Daniels	167	85	51
Davis Drive	112	81	72
Dillard Drive	79	53	67
Durant Road (YR)	174	160	92
East Cary	119	69	58
East Garner	209	124	60
East Millbrook	210	124	60
East Wake	249	156	63
Fuquay-Varina	236	111	47
Leesville Road	120	88	73
Ligon	128	99	77
Longview	14	10	71
Lufkin Road (YR)	21	17	81
Martin	182	120	66
Mt. Vernon Redirection	39	0	0
North Garner	268	131	49
Wake Forest-Rolesville	227	116	51
West Cary	118	59	50
West Lake (YR)	147	112	76
West Millbrook	171	116	68
Zebulon	196	107	55
Total	**3,761**	**2,281**	**61%**

Note: Number of students served taken from the data sheets returned.

Attachment 8
Elementary Schools: Attendance Trends

Elementary Schools	Saturday	Teacher Workday	Inter-session Days	Early Release Days	Holidays	Before School	After School	Decline	Increase	Same
Apex	70						80			X
Aversboro	75	75					75	X		
Baileywick	65						95	X		
Baucom	80						85			X
Brassfield	66						87	X		
Brentwood							85			X
Briarcliff	78	51					86			X
Brooks	75						95			X
Bugg	60						90			X
Carver		10	90	95			90		X	
Cary	15						85	X		
Combs	50						95			X
Conn	75						45			X
Davis Drive										
Dillard Drive	60						80			X
Douglas	80						95			
Durant Road (YR)			60					X		
Farmington Woods	75						90			X
Fox Road	72.5						95			X
Fuller	50						85	X		
Fuquay-Varina	80						80			X
Green (YR)			86							X
Hilburn Drive	65				65					X
Holly Springs	60							X		
Hunter	64						71	X		
Jeffreys Grove	84									X
Jones Dairy (YR)	85						80	X		
Joyner	60						66			X
Kingswood							98			X
Knightdale	83									X
Lacy	50						50	X		
Lead Mine	23	26					73	X		
Leesville Road	50							X		
Lincoln Heights	80						80	X		
Lockhart	60	67		80			87			X

Attachment 8
Elementary Schools: Attendance Trends

Elementary Schools	Saturday	Teacher Workday	Inter-session Days	Early Release Days	Holidays	Before School	After School	Decline	Increase	Same
Lynn Road	60						85			X
Millbrook	67					85	87			X
Morrisville (YR)			99							X
North Ridge	93						97			X
Northwoods	50						80			X
Oak Grove (YR)			98							X
Olds	80	80				95	95			X
Olive Chapel							90	X		
Partnership						90				X
Pleasant Union	50	60				100				X
Poe	75									X
Powell	60						90			X
Rand Road	50						85	X		
Reedy Creek	63						90			X
Rolesville	65						85			
Root	69					69				X
Smith	75							X		
Stough	52						85			X
Swift Creek	50						80			X
Timber Drive (YR)			90							X
Underwood	50						75	S		A
Vance	80								X	
Vandora Springs	50							X		
Wakefield	12						75			X
Washington	70	60				50			X	
Weatherstone	25			50			50	X		
Wendell	57.5	59		90			95			X
West Lake (YR)			94							X
Wilburn (YR)			90				97		X	
Wildwood Forest	60						90	X		
Wiley	50							X		
Willow Springs	70						75			X
York	50						85		X	
Zebulon	63	64		94			85			X
Mean Percentages	**63.4**	**55.5**	**88.4**	**81.8**	**65.0**	**81.5**	**85.1**	**31**	**8**	**61**
# Schools	**56**	**10**	**8**	**5**	**1**	**6**	**48**	**21**	**5**	**41**

S - Saturday; A - After School

69 (93%) Schools Reported Attendance Percentages, 66 (89%) Reported Attendance Patterns
74 Elementary Schools in the District

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Attachment 9
Middle Schools: Attendance Trends

Middle Schools	Saturday	Teacher Workday	Intersession Days	Early Release Days	Holidays	Before School	After School	Decline	Increase	Same
Apex	75									X
Carnage	58						20			X
Carroll	50							X		
Daniels	70						40	X		
Davis Drive							60	X		
Dillard Drive	53							X		
Durant Road (YR)			75							X
East Cary	60									X
East Garner	35						83		X	
East Millbrook	75						80	X		
East Wake	70									X
Leesville Road	60						40	X		
Longview	75						80		X	
Lufkin Road (YR)	30		85				80			X
Martin	75						75		X	
North Garner	80						80			X
Wake Forest-Roles.	70						65	X		
West Cary	45							X		
West Lake (YR)			76					X		
Zebulon	60	60		70			40	X		
Mean Percentages	**61**	**60**	**79**	**70**	-	-	**62**	**50**	**13**	**35**
# Schools	**17**	**1**	**3**	**1**	-	-	**12**	**10**	**3**	**7**

20 Schools Reporting (83%), 24 Middle Schools in District

Attachment 10
Reading: How Were End-of-Grade Reading Scores Affected by ALP Approaches?^

Explanatory Variables	Grade					
	3	4	5	6	7	8
Pre-Test	.44**	.65**	.63**	.65**	.63**	.65**
ALP Approach						
Hours of Help (logged)	.61*	.25	.17	.82**	.08	.67*
Teacher/Student Ratio	.01	.09	.06	.01	-.01	-.03
Helper: Prof only vs. Prof/Non-Prof	-.10	.47	-.37	-1.51*	-1.48*	-1.21
Help Time: Both vs. During Outside	1.91** 2.57**	-.17 -.65	.23 .20	-.13 -.62	1.05 -.24	-1.10 .62
Help Type: Tutor vs. Enrichment Other / Outside Mixed Types	1.31 1.79* .04	-.03 -.17 -.42	-1.66 1.48 -.37	-.63 -3.59* -1.04	-.60 -.16 -.27	2.31* .27 .03
Intercept	78.64**	50.79**	58.91**	49.97**	61.10**	53.65**
Sample Size	1,619	1,192	1,085	827	837	635
Explained Variation	15%	33%	30%	27%	29%	33%
F Value	31	66	52	33	39	34

^ Table shows unstandardized coefficients from ordinary least squares regression models. Values reflect differences in scale score points.
* $p < .05$
** $p < .01$

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Attachment 11
Math: How Were End-of-Grade Math Scores Affected by ALP Approaches?^

Explanatory Variables	Grade					
	3	4	5	6	7	8
Pre-Test	.71**	.67**	.70**	.65**	.62**	.58**
ALP Approach						
Hours of Help (logged)	.64	.42	.35	.36	.69*	.04
Teacher/Student Ratio	.15**	-.08	.00	.07	.15*	.01
Helper: Prof only vs. Prof/Non-Prof	.07	1.07*	-.86	-1.66*	-.54	-.52
Help Time: Both vs. During Outside	.20 1.70**	-.87 .94*	-.43 .94	.58 1.13	.15 1.14	.52 1.20
Help Type: Tutor vs. Enrichment Other / Outside Mixed Types	1.63 .34 .08	.51 .77 .35	-.57 1.42 1.26*	.80 2.80 -.05	3.06 1.04 -.57	.77 -1.93 -.47
Intercept	43.34**	54.64**	49.29**	55.58**	61.60**	70.28**
Sample Size	1,445	1,244	923	704	632	503
Explained Variation	22%	41%	43%	30%	30%	25%
F Value	45	96	76	33	30	18

^ Table shows unstandardized coefficients from ordinary least squares regression models. Values reflect differences in scale score points.
*p < .05
** p < .01

Attachment 12

Levels I and II Students ABC Growth Composite: Ranking of Elementary Schools from Highest to Lowest Exemplary Gains

Elementary	Expected	Exemplary	# Students
Kingswood	21.6	19.2	18
Davis Drive	18.5	16.1	33
Combs	16.5	14.1	42
Stough	13.6	11.2	39
Lockhart	13.3	11.0	104
Baucom	13.3	10.9	59
Morrisville (YR)	13.2	10.8	27
Brassfield	13.1	10.7	34
Wilburn (YR)	12.2	9.9	64
Olive Chapel	11.7	9.3	63
North Ridge	11.4	9.1	55
Dillard Drive	11.1	8.7	69
Reedy Creek	11.1	8.7	63
Durant Rd (YR)	10.7	8.3	81
Brentwood	9.9	7.6	78
Briarcliff	9.3	6.9	56
Weatherstone	9.3	6.9	68
Millbrook	9.1	6.7	60
Penny Road	9.0	6.6	75
York	9.0	6.6	48
Washington	8.9	6.6	89
Partnership	7.5	6.6	8
Fox Road	8.5	6.2	109
Vandora Springs	8.4	6.0	60
Adams (YR)	7.9	5.5	27
Wendell	7.7	5.4	91
Jeffreys Grove	7.7	5.3	56
Oak Grove (YR)	7.7	5.3	45
Baileywick	7.4	5.0	53
Timber Dr (YR)	7.3	4.9	57
Green (YR)	6.7	4.3	66
Swift Creek	6.7	4.3	96
Willow Springs	6.7	4.3	89
Poe	6.0	4.3	37
Lead Mine	6.4	4.0	71
Root	6.4	4.0	41
Fuquay-Varina	6.3	3.9	164
Powell	6.2	3.8	58

Attachment 12

Levels I and II Students ABC Growth Composite: Ranking of Elementary Schools from Highest to Lowest Exemplary Gains

Elementary	Expected	Exemplary	# Students
Douglas	5.9	3.5	45
Apex	5.6	3.3	70
Lincoln Heights	5.6	3.2	91
Northwoods	5.5	3.1	51
Olds	5.5	3.1	35
Rolesville	5.2	2.9	100
West Lake (YR)	5.2	2.9	68
Wakefield	4.9	2.7	49
Carver	4.6	2.3	88
Wake Forest	4.5	2.2	128
Wiley	4.5	2.1	36
Leesville	4.4	2.0	40
Vance	3.9	1.5	61
Holly Springs	3.3	0.9	94
Hunter	2.8	0.4	58
Wildwood Forest	2.1	0.4	46
Hilburn	2.7	0.3	66
Lacy	2.6	0.3	67
Joyner	2.5	0.2	62
Jones Dairy (YR)	2.5	0.1	66
Zebulon	2.5	0.1	82
Pleasant Union	2.2	-0.2	49
Hodge Road	2.1	-0.3	105
Brooks	1.9	-0.5	74
Cary	1.9	-0.5	99
Farmington	1.8	-0.6	78
Lynn Road	1.6	-0.8	86
Smith	1.5	-0.9	87
Bugg	1.3	-1.0	54
Rand Road	1.3	-1.1	137
Aversboro	1.1	-1.3	73
Knightdale	0.9	-1.4	126
Conn	0.6	-1.8	85
Underwood	-0.3	-2.7	63
Fuller	-1.1	-3.4	64
Creech Road	-3.1	-5.5	102

Attachment 13
ABC Exemplary Growth at Elementary Schools for Levels I-II, Free-Reduced-Price Lunch, and Black Males: Alphabetical Order

Overall Exemplary Growth	Elementary School	Level I-II		Free-Reduced-Price Lunch		Black Males	
		Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model
2.2	Adams (YR)	5.5	27	-4.8	28	-2.0	18
5.4	Apex	3.3	70	-2.4	52	-7.6	22
-0.7	Aversboro	-1.3	73	-5.7	76	-4.4	52
4.3	Baileywick	5.0	53	0.3	39	-3.8	21
4.2	Baucom	10.9	59	6.0	21	-4.9	11
6.3	Brassfield	10.7	34	-5.8	21	2.0	15
1.0	Brentwood	7.6	78	2.0	61	1.3	51
3.1	Briarcliff	6.9	56	0.0	52	-4.3	19
-2.3	Brooks	-0.5	74	-3.6	86	-5.9	47
-2.7	Bugg	-1.0	54	-9.0	48	-7.1	37
2.2	Carver	2.3	88	-2.1	96	-9.4	29
2.0	Cary	-0.5	99	-3.1	85	-7.0	28
6.3	Combs	14.1	42	11.4	32	9.4	15
1.8	Conn	-1.8	85	-1.6	78	-5.8	50
-8.8	Creech Road	-5.5	102	-8.9	102	-11.9	60
5.0	Davis Drive	16.1	33	1.3	15	10.3	12
4.7	Dillard Drive	8.7	69	2.6	71	2.8	36
1.9	Douglas	3.5	45	-3.5	57	-1.9	24
3.0	Durant Road (YR)	8.3	81	-0.8	30	2.7	33
2.3	Farmington Woods	-0.6	78	-2.4	75	-5.8	33
3.7	Fox Road	6.2	109	2.3	95	2.9	77
-2.0	Fuller	-3.4	64	-4.5	42	-6.3	38
1.8	Fuquay-Varina	3.9	164	-2.7	107	-5.4	40
4.4	Green (YR)	4.3	66	3.3	36	-2.7	24
0.7	Hilburn	0.3	66	-4.7	43	-8.7	20
-3.0	Hodge Road	-0.3	105	-5.1	88	-5.7	62
1.6	Holly Springs	0.9	94	-3.4	83	-3.4	44
1.8	Hunter	0.4	58	-7.1	55	-7.5	47
8.0	Jeffreys Grove	5.3	56	1.7	63	0.9	43
3.6	Jones Dairy (YR)	0.1	66	1.4	23	-5.4	13
0.0	Joyner	0.0	62	-1.0	49	-5.2	33
8.9	Kingswood	19.2	18	7.6	21	12.5	14
-2.0	Knightdale	-1.4	126	-4.8	102	-5.4	56
4.7	Lacy	0.3	67	-1.4	74	0.4	25
4.4	Lead Mine	4.0	71	-0.4	34	-1.2	49
4.7	Leesville Road	2.0	40	-2.1	82	-0.8	23
1.6	Lincoln Heights	3.2	91	-1.5	61	-3.2	31

Attachment 13
ABC Exemplary Growth at Elementary Schools for Levels I-II, Free-Reduced-Price Lunch, and Black Males: Alphabetical Order

Overall Exemplary Growth	Elementary School	Level I-II		Free-Reduced-Price Lunch		Black Males	
		Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model
7.6	Lockhart	11.0	104	4.8	96	10.3	42
1.6	Lynn Road	-0.8	86	-5.1	67	1.1	45
3.8	Millbrook	6.7	60	2.7	67	1.7	40
2.6	Morrisville (YR)	10.8	27	-9.1	10	-1.8	19
4.2	North Ridge	9.1	55	4.8	53	5.6	35
3.8	Northwoods	3.1	51	2.2	24	-5.9	22
3.5	Oak Grove (YR)	5.3	45	-7.0	23	-3.9	24
2.4	Olds	3.1	35	2.1	22	0.2	23
2.2	Olive Chapel	9.3	63	0.4	27	-0.4	14
1.6	Partnership	6.6	8	1.1	3	-0.4	4
5.9	Penny Road	6.6	75	0.6	54	2.6	35
-0.4	Pleasant Union	-0.2	49	-2.3	21	-4.1	13
8.7	Poe	4.3	37	-0.5	32	-0.3	17
1.6	Powell	3.8	58	0.8	65	-0.4	49
-2.7	Rand Road	-1.1	137	-4.7	129	-6.2	64
3.9	Reedy Creek	8.7	63	-1.0	60	2.9	31
1.5	Rolesville	2.9	100	-2.8	67	-1.5	40
5.7	Root	4.0	41	2.4	57	-2.2	25
-3.3	Smith	-0.9	87	-3.5	100	-2.8	55
3.8	Stough	11.2	39	3.9	27	-0.1	21
3.3	Swift Creek	4.3	96	-2.3	70	0.6	61
0.3	Timber Drive (YR)	4.9	57	-3.5	45	-3.0	44
1.2	Underwood	-2.7	63	-3.5	48	-2.4	31
-0.6	Vance	1.5	61	-3.4	56	-6.3	31
5.5	Vandora Springs	6.0	60	3.4	57	5.1	36
-0.7	Wake Forest	2.2	128	-2.5	118	-6.4	48
1.8	Wakefield	2.7	49	-4.0	34	0.0	22
4.4	Washington	6.6	89	1.7	74	-3.7	36
3.5	Weatherstone	6.9	68	-2.8	49	-6.2	26
4.2	Wendell	5.4	91	1.3	91	1.8	47
3.0	West Lake (YR)	2.9	68	-1.7	39	0.0	20
4.2	Wilburn (YR)	9.9	64	4.7	86	4.5	65
-0.6	Wildwood Forest	0.4	46	-0.2	38	-4.4	25
6.3	Wiley	2.1	36	4.0	39	2.1	20
1.4	Willow Springs	4.3	89	-1.3	74	-1.9	12
2.1	York	6.6	48	-4.3	41	-10.0	15
-3.1	Zebulon	0.1	82	-5.9	126	-6.2	55

Attachment 13
ABC Exemplary Growth at Middle Schools for Levels I-II, Free-Reduced-Price Lunch, and Black Males: Alphabetical Order

Overall Exemplary Growth	Middle Schools	Levels I-II		Free-Reduced-Price Lunch		Black Males	
		Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model	Exemplary Growth	# Students in Model
1.7	Apex	-1.8	149	-4.2	139	-6.3	69
0.1	Carnage	-5.3	240	-5.6	225	-4.2	219
0.9	Carroll	-3	130	-2.7	140	-6.8	103
-1.8	Daniels	-4.3	150	-7.9	154	-7.5	89
1.8	Davis Drive	-0.6	108	-4.4	68	-2.5	36
-1	Dillard Drive	-1.3	73	-3.1	72	-5.5	43
-1.3	Durant Road (YR)	-0.1	164	-2.3	110	-3.0	112
-1.8	East Cary	-6.6	114	-12.0	116	-7.5	57
-3.4	East Garner	-4.7	195	-5.8	140	-7.1	148
-5.6	East Millbrook	-5.7	203	-9.6	180	-9.1	180
-5.4	East Wake	-4.4	226	-7.5	245	-5.8	117
-0.7	Fuquay-Varina	-6.7	230	-7.1	228	-9.5	116
4.2	Leesville Road	-1.1	112	-6.2	104	-4.4	78
5	Ligon	-4	123	-3.1	139	-4.2	125
	Longview	-9	7	-12.3	5	-8.3	4
0.1	Lufkin Road (YR)	-1.7	21	-1.6	7	1.0	8
-0.3	Martin	-10.8	175	-9.8	170	-9.7	126
-0.9	North Garner	-3.8	250	-2.7	258	-2.6	151
1.9	Wake Forest-Roles	0.5	223	-0.5	194	-1.1	113
0.5	West Cary	-2.8	114	-4.7	111	-6.2	72
2.2	West Lake (YR)	-2.7	144	-4.2	68	-4.1	75
-0.3	West Millbrook	-4.9	160	-6.4	151	-11.0	110
-3.3	Zebulon	-6.4	209	-5.6	232	-11.3	134

Attachment 14

Top Eight Schools for ABC Growth Composite for LI-II, Free/Reduced-Price Lunch, and Black Male Students

	Level I-II Students			Free/Reduced-Price Lunch Students			Black Males		
School	Rank	N	Exemplary Growth Composite	Rank	N	Exemplary Growth Composite	Rank	N	Exemplary Growth Composite
Kingswood	1	18	19.2	2	21	7.6	1	14	12.5
Davis Drive	2	33	16.1				2	12	10.3
Combs	3	42	14.1	1	32	11.4	4	15	9.4
Stough	4	39	11.2	8	27	3.9			
Lockhart	5	104	11.0	4	96	4.8	3	42	10.3
Baucom	6	59	10.9	3	21	6.0			
Morrisville (YR)	7	27	10.8						
Brassfield	8	34	10.7						
North Ridge				5	53	4.8	5	35	5.6
Wilburn (YR)				6	86	4.7	7	65	4.5
Wiley				7	39	4.0			
Vandora Springs							6	36	5.1
Fox Road							8	77	2.9

Attachment 15

ALP Program Features in Elementary Schools with the Highest and Lowest Growth for Levels I and II Students

ALP Program Description

Elementary	Exemplary	Primary Focus of Sessions (# Hours)	Next Focus of Sessions (# Hours)	How Many Types of Sessions Offered (S, A, B, W, E)	% After School	% Saturdays	Approaches - All 3	Approaches - Only 1 (Which?)	Approaches - Included Technology?	Staffing - Teachers at School Only	Staffing - 3 or More Sources	Staffing - Used Volunteers	Supplemental Materials Used
Highs													
Kingswood	19.2	A / 44	-	1	100%	-	X		X	X			Blast Off, Coach
Davis Drive	16.1	S / 88	A / 19	2	18%	82%	X		X	X			Cornerstone Software
Combs	14.1	A / 45	S / 12	2	79%	21%	X		X		X		Heart Beeps (Software Program), Soar to Success, NC Math Coach
Stough	11.2	A / 34	S / 30	3	49%	43%	X		X		X	X	Blast Off, Soar to Success, Thinking
Lockhart	11.0	A / 36	S / 21	4	52%	30%		T, TI			X		Blast Off, Coach
Baucom	10.9	S / 39	A / 28	2	42%	58%	X		X		X		
Morrisville (YR)	10.8	I / 360	A / 130	3	26%	-	X		X		X		Soar to Success
Brassfield	10.7	S / 42	A / 24	2	36%	64%	X						Milestones, Barnell Loft, SRA, Explode the Code, Wordly Wise
					50%	50%							
Creech	-5.5	A / 45	S / 42	2	52%	48%	X		X(1)	X			
Fuller	-3.4	S / 42	A / 24	2	36%	64%		TI	X(1)				
Underwood	-2.7	A / 55	S / 21	3	60%	23%		TI,E	X		X	X	
Conn	-1.8	S / 51	A / 12	2	19%	81%							
Knightdale	-1.4	S / 56	-	1	-	100%				X			
Aversboro	-1.3	S / 39	A / 16	3	24%	59%		TI,E	X		X	X	
Rand Road	-1.1	A / 72	S / 8	2	90%	10%		TI,E		X			
Bugg	-1.0	A / 24	S / 24	3	36%	36%		TI,E		X			
					45%	53%							

Attachment 15
ALP Program Features in Elementary Schools with the Highest and Lowest Growth for Levels I and II Students
ALP Participation Information

Performance Composite: % of All Students at or above Level III	Percent Receiving FRL	Elementary	Expected	Exemplary	# ALP Students	% Eligible Students Served	ALP Program Offered	Total ALP Hours	Attendance Saturdays	Attendance After School	Attendance Trends	Parent Cooperation	# Training Sessions Attended	School Offer Additional Training?
		Highs											Out of 10	
95.3	17	Kingswood	21.6	19.2	24	83	A	44		98%	Same	Very	2	No
97.3	4	Davis Drive	18.5	16.1	19	40	S,A	107				Very	3	No
87.5	22	Combs	16.5	14.1	54	69	S,A	57	50%	95%	Same	Very	9	Yes
87.8	19	Stough	13.6	11.2	60	70	S,A,W	70	52%	85%	Same	Very	10	Yes
78.2	37	Lockhart	13.3	11.0	125	74	S,A,W,E	69	60%	87%	Same	Very	8	No
88.9	5	Baucom	13.3	10.9	56	56	S,A	67	80%	85%	Same	Very	10	No
91.2	3	Morrisville (YR)	13.2	10.8	72	88	I,A,B	126	I-99%		Same	Very	7	Yes
87.3	9	Brassfield	13.1	10.7	33	67	S,A	66	66%	87%	Dec	Very	9	Yes
89.2	15	Averages				68		76	61.6%*	90%	Same	Very		

*Not including Morrisville which is a year-round school

		Lows												
61.9	42	Creech	-3.1	-5.5	102	73	S,A	87					10	
72.9	21	Fuller	-1.1	-3.4	95	64	S,A	66	50%	85%	Dec	Some	8	No
75.1	26	Underwood	-0.3	-2.7	58	66	S,A,W	91	50%	75%	S-Dec A-Same	Some	10	No
73.8	33	Conn	0.6	-1.8	81	73	S,A	63	75%	45%	Same	Some	9	Yes
69.2	35	Knightdale	0.9	-1.4	107	62	S	56	83%		Same	Very	8	No
70.4	37	Aversboro	1.1	-1.3	69	72	S,A,W	67	75%	75%	Dec	Some	8	Yes
70.5	41	Rand Road	1.3	-1.1	143	64	S,A	80	50%	85%	Dec	Some	9	Yes
80.5	24	Bugg	1.3	-1.0	60	50	S,A,W	66	60%	90%	Same	Some	9	No
71.8	32	Averages				66		72	63.30%	75.80%		Some		

Attachment 15

ALP Program Features in Elementary Schools with the Highest and Lowest Growth for Levels I and II Students

Teaching Strategies

Elementary	Expected	Exemplary	Leveled Book Rooms	Teaming Within a Grade	Teaming Across Grades	Smaller Classes All Day	Smaller Group Sizes for Part of Day	Special Electives	Curriculum Mapping	Curriculum Compacting	Frequent Assessment	Supplemental Materials	Within Grade Planning	Across Grade Planning	Advisory Time or ETT	Parent Tutors beyond ALP	Math Manipulatives
Highs																	
Kingswood	21.6	19.2		X		X			X	X	X	X	X				X
Davis	18.5	16.1		X	X							X					X
Combs	16.5	14.1	X	X	X	X		X	X	X	X	X	X	X		X	X
Stough	13.6	11.2	X	X			X		X		X	X	X			X	X
Lockhart	13.3	11.0	X	X			X		X	X	X		X				X
Baucom	13.3	10.9															
Morrisville (YR)	13.2	10.8	X	X	X	X	X			X	X					X	X
Brassfield	13.1	10.7		X	X		X	X	X	X	X	X	X	X	X	X	X
Totals			4	7	4	3	4	2	5	5	6	5	5	2	1	4	7
Lows																	
Creech	-3.1	-5.5															
Fuller	-1.1	-3.4	X		X		X	X	X		X		X	X	X		X
Underwood	-0.3	-2.7	X	X	X			X									X
Conn	0.6	-1.8	X			X		X	X		X		X			X	X
Knightdale	0.9	-1.4	X	X		X	X				X	X			X		X
Aversboro	1.1	-1.3							X	X	X	X	X				X
Rand Road	1.3	-1.1	X			X	X						X				X
Bugg	1.3	-1.0	X	X	X				X	X	X		X	X		X	X
Totals			6	3	3	3	3	3	4	2	5	2	5	2	2	2	7

IMPACT OF ACCELERATED LEARNING PROGRAM (ALP) AND OTHER ASSISTANCE 1999-2000 ACCOUNTABILITY REPORT

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